DOCUMENT RESUME

ED 468 211 SO 034 069

TITLE	K-12 Achievement Standards Teacher's Guide to the Humanities.
INSTITUTION	Idaho State Board of Education, Boise.
SPONS AGENCY	J. A. and Kathryn Albertson Foundation, Inc., Boise, ID.
PUB DATE	2002-00-00
NOTE	65p.
AVAILABLE FROM	Idaho State Board of Education, Achievement Standards Office, P.O. Box 83720, Boise, ID 83720-0037. Tel: 208-332-1591; Fax: 208-334-2632; Web site: http://www.idahoachieves.com/.
PUB TYPE	Guides - Classroom - Teacher (052) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Elementary Secondary Education; *Humanities; *Humanities Instruction; Interdisciplinary Approach; *Public Schools; *Second Languages; Social Studies; *State Standards; Student Educational Objectives; Teaching Guides; Theater Arts; Visual Arts; World History
IDENTIFIERS	*Idaho

ABSTRACT

This teacher's guide outlines Idaho's K-12 achievement standards in the humanities. The guide first presents a glossary of relevant humanities terms, such as aesthetics, genre, and culture/cultures. The standards are divided into 16 parts: (1) "858 Interdisciplinary Humanities Kindergarten through Grade 3"; (2) "866 Visual and Performing Arts Kindergarten through Grade 3, Sections 867 through 872"; (3) "875 World History Humanities (Humanities in a Historical Context) Kindergarten through Grade 3"; (4) "883 Foreign Language Kindergarten through Grade 3, Sections 884 through 889"; (5) "892 Interdisciplinary Humanities Grades 4 through 5"; (6) "900 Visual and Performing Arts Grades 4 through 5, Sections 901 through 906"; (7) "909 World History-Humanities (Humanities in a Historical Context) Grades 4 and 5"; (8) "917 Foreign Language Grades 4 and 5, Sections 918 through 923"; (9) "926 Interdisciplinary Humanities Grades 6 through 8"; (10) "934 Visual and Performing Arts Grades 6 through 8, Sections 935 through 940"; (11) "943 World History-Humanities (Humanities in a Historical Context) Grades 6 through 8"; (12) "951 Foreign Language Grades 6 through 8, Sections 952 through 957"; (13) "960 Interdisciplinary Humanities Grades 9 through 12, Sections 961 through 975"; (14) "969 Visual and Performing Arts Grades 9 through 12, Sections 970 through 975"; (15) "978 World History-Humanities (Humanities in a Historical Context) Grades 9 through 12, Sections 979 through 984"; and (16) "987 Foreign Language Grades 9 through 12, Sections 988 through 993." (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 468 211

K-12 Achievement Standards Teacher's Guide

to

The Humanities

SO 034 069

Idaho Standards for Achievement

Believe It. Achieve It.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Idaho's Standards for Excellence

IDAHO STATE BOARD OF EDUCATION MEMBERS

Ms. Karen McGee, President
Mr. Blake Hall, Vice President
Mr. James Hammond, Secretary
Mr. Paul Agidius
Dr. Marilyn Howard, Superintendent of Public Instruction
Mr. Roderic Lewis
Mr. Laird Stone, Twin Falls

ACHIEVEMENT STANDARDS BOARD COMMITTEE

Ms. Karen McGee, Chair
Mr. Roderic Lewis
Mr. Blake Hall

COMMISSIONERS

Mr. Larry Andrews, Chair, Meridian
Ms. Christine Wada, Co-Chair, Pingree
Dr. Tom Bitterwolf, Moscow
Ms. Kristin King, Idaho Falls
Mr. Tom Luna, Nampa
Dr. Darrell Marks, Nampa
Mr. Jim McFadden, Idaho Falls

STANDARDS, ASSESSMENT & ACCOUNTABILITY OFFICE

Ms. Lydia G. Guerra
Standards, Assessment, and Accountability Project Manager
E-mail: lguerra@osbe.state.id.us

Ms. Ruth J. Olveda
Administrative/Business Support Specialist
E-mail: rolveda@osbe.state.id.us

Idaho State Board of Education
Achievement Standards Office
PO Box 83720
Boise, ID 83720-0037
(208) 332-1591
Fax: 334-2632
1-877-EXITING (394-8464)
www.idahoachieves.com

This publication was produced by the Idaho State Board of Education. Funds for the project were provided by a grant from the J. A. & Kathryn Albertson Foundation. This is not an official copy of any rules of the Idaho Board of Education and no state general funds were used for this reproduction of the standards. This publication will be provided in an alternative form, upon request. The Idaho Board of Education complies with all American Disabilities Act. March 15, 2002, K-12 Achievement Standards Teacher's Guide, SFAA/13320.

A Special Thanks to all the volunteers
for their dedication for "Setting the Bar" for Idaho students.

Aguilar, Pat, Coeur d'Alene, Science
Allen, Dianne, Desmet, Math
Allred, Shannon, Pocatello, Language Arts
Anderson, Judy, McCall, Humanities
Anderson, Lorna, Blackfoot, Social Studies
Anderson, Marianne, Pocatello, Science
Anderson, Paul, Coeur d'Alene, Health
Andrew, Penny, Boise, Social Studies
Ardinger, Rick, Boise, Humanities
Astorquia, Rosie, Coeur d'Alene, Math
Austin, Ellen, Rupert, Science
Baerlocher, Corey, Kellogg, Humanities
Bair, Khristie, Boise, Health
Barber, Brian, Meridian, Health
Barber, Lonnie, Caldwell, Language Arts
Barrie, Shirley, Idaho Falls, Social Studies
Bastian, Janine, Boise, Math
Batten, Mary Ann, Idaho City, Math
Bauman, Hazel, Coeur d'Alene, Language Arts
Berg, Linda, Meridian, Humanities
Berg, Shauna, Idaho Falls, Language Arts
Bergstrand, Tama, Bonners Ferry, Humanities
Berkey, Kim, Pinehurst, Language Arts
Bielenberg, John, Meridian, Humanities
Bieze, Judy, Coeur d'Alene, Language Arts
Billetz, John, Post Falls, Science
Blue, Nancy, Caldwell, Science
Bodell JoAnn, Idaho Falls, Science
Bologna, Mary, Hayden Lake, Language Arts
Boots, Eileen, Weiser, Science
Boyer, Jean, Boise, Social Studies
Brady, Jerry, Idaho Falls, Language Arts
Braun, Lorraine, Idaho City, Humanities
Brill, Susan, Mountain Home, Math
Brizzee, Paul, Idaho Falls, Humanities
Brown, Chris St. Anthony, Social Studies
Brown, Helen, Buhl, Health
Brown, Kelli, Boise, Humanities
Brown, Tom, Boise, Math
Browne, Teri, Moore, Science
Brumbaugh, Velma, Bonners Ferry, Language Arts
Bug-Townsend, Leah Idaho Falls, Science
Burch, Teri, Coeur d'Alene, Social Studies
Burgess, Clinton, Boise, Humanities
Burke, Julie, Lewiston, Humanities
Byrd, Lilia, Nampa, Humanities
Calkins, Sandra, Richfield, Science
Campbell, Cindy, Weiser, Math
Campos, Jeanne, Nampa, Humanities
Carson, Sheri, Twin Falls, Health
Caywood, Susan, Idaho City, Health
Chandler, Steven, Arco, Social Studies
Chesley, Michael, Burley, Humanities
Chojnacky, Debbie, Boise, Humanities
Christensen, Lynnae, Shelley, Math
Christensen, Sandra, Aberdeen, Science
Clute, Loa, Idaho Falls, Health
Collins, Rick, New Meadows, Social Studies
Combes, Barbara, Preston, Math
Cook, Crystal, Emmett, Humanities
Cope, Stan, Pocatello, Humanities
Correia, Gail, Meridian, Health
Cowan, Donna, Emmett, Humanities
Cowger, Shari, Twin Falls, Humanities
Cronnelly, Tim, Cascade, Humanities
Crosier, Lynne, Shelley, Social Studies
Crumley, Aartje, Blackfoot, Humanities
Currie, Lois, Pinehurst, Language Arts
Currie, Paul, Kellogg, Humanities
Cutler, Ann, Coeur d'Alene, Language Arts
Daniel, Robert, Dubois, Social Studies
Danielson, Cindy, Burley, Language Arts
Dawes, Kathy, Moscow, Science
Deering, Barbara, Boise, Science
Dickerson, Kathleen, Moscow, Math
Donicht, Terry, Twin Falls, all subjects
Drick, Bonnie, Eagle, Language Arts
Eck, Paul, Bovil, Health
Edmonson, Cathy, Lewiston, Math
Eisenbarth, Barbara, Boise, Health
Erwin, Carolyn, Heyburn, Language Arts
Esquibel, Gladys, Burley, Humanities
Exline, Shawna, Boise, Language Arts
Fallon, Jane, Moscow, Science
Farley, Tom, Boise, Math
Farmin, Bonnie, Kellogg, all subjects
Fazio, Dawn, Moscow, Science
Ferell, Mary, Twin Falls, Health
Fernandez-Aranguiz, Viola, Nampa, Humanities
Feusahrens, Bill, Filer, Social Studies
Fineman, Sue, Idaho Falls, Social Studies
Finlay, Jennifer, Kellogg, Math
Ford, Larry, Pocatello, Math
Fox, Evin, Twin Falls, Math
Fox, Linda, Moscow, Social Studies
Francis, Jim, Idaho Falls, Social Studies
Freiburger, Jane, Rupert, Language Arts
Friday, Alberta, Fort Hall, Language Arts

Galey, Laura, Lewiston, Language Arts
Gambliel, Maria Carmen, Boise, Humanities
Garner, Phyllis, Meridian, Social Studies
Gates, George, Pocatello, Social Studies
Geisler, Jennifer, St. Anthony, Science
Gilchrist, Kaye, Boise, Humanities
Girvan, James, Pocatello, Health
Glennon, Karen, Boise, Language Arts
Goeckner, Carol Rae, Wendell, Math
Gonzalez, Hank, Pocatello, Language Arts
Goodwin, Carl, Meridian, Humanities
Goss, Jonathan, Bliss, Humanities
Gould, Elizabeth, Boise, Humanities
Grainger-Wilson, Helen, Potlatch, Humanities
Grunke, Judy, Weiser, Science
Guerra, Andy, Pocatello, Social Studies
Gunter, Jill, McCammon, Health
Hagler, Geri, Coeur d'Alene, Science
Hahn, Lucy, Boise, Math
Hall, Kay, Post Falls, Social Studies
Hallett, Marcia, Wendell, Health
Hammond, Michelle, Caldwell, Science
Hanlon, Heather, Boise, Humanities
Hansen, Lance, Emmett, Math
Hansen, Vaughn, Pocatello, Social Studies
Hardenbrook, Jim, Caldwell, Social Studies
Harman, Karla, Moscow, Health
Harrington, Susan, Boise, Science and Math
Harrington, Tom, Blackfoot, Humanities
Harris, Matt, Coeur d'Alene, Humanities
Hartley, Joyce, Boise, Social Studies
Hartnett, Patti, Weiser, Science
Harwood, M. Jan, Pocatello, Math
Hasselquist, Claudia, Boise, Health
Hatch, Karen, Burley, Humanities
Hearn, Paula, Post Falls, Social Studies
Heath, Jerry, Blackfoot, Humanities
Heaton, Debra, Lewiston, Social Studies
Hemming, Iane, Rexburg, Language Arts
Herron, Bruce, Boise, Science
Hibbert, Pocatello, Language Arts
Hill, Lynette, Boise, Language Arts
Hininger, Jan, Nampa, Language Arts
Hollifield, Carol, Hansen, Social Studies
Homan, Scott, Nampa, Science
Horn, Michael, Eagle, Science
Hoy, Peggy, Twin Falls, Language Arts
Hughbanks, Fineas, Gooding, Science
Hughes, Ginny, Hayden Lake, Language Arts
Hunt, Kathy, Boise, Social Studies
Iverson, Edna, Sandpoint, Science
Jackman, Teresa, Aberdeen, Social Studies
Jakubowski, Joe, Caldwell, Health
Jameson, Susan, Coeur d'Alene, Math
Jansen, Marilyn, Wendell, Language Arts
Jensen, Rosalie, Pocatello, Language Arts
Johnson, Anne, Nampa, Language Arts
Jones, Barbara, Burley, Social Studies
Jones, Bertha, Idaho Falls, Humanities
Jones, Dean, Boise, Math
Jones, Peggy, Boise, Social Studies
Jordan, Ken, Moscow, Social Studies
Kelsey, Allen, Wendell, Social Studies
Kennedy, Teresa, Moscow, Humanities
Kerby, Connie, Weiser, Math
Ketchum, Tracy, Osburn, Science
Kidd, Kimberly, Rupert, Science
Kinghorn, Cindy, Pocatello, Language Arts
Knapp, Shannon, Preston, Social Studies
Koehler, Grace, Wendell, Language Arts
Koshuta, Vic, Garden Valley, Science
Kreutzer, Natalie, Moscow, Humanities
Krueger, Sonja, Boise, Science and Social Studies
Kuntz, Kathy, Hayden Lake, Health
Kuntz, Michael, Boise, Science
Lagattuta, Nunzio, Emmett, Humanities
Lane, Miffy, Pocatello, Language Arts
Larracoechea, Sharon, Boise, Humanities
Larsen, Nancy, Coeur d'Alene, Language Arts
Lattimer, Penny, Lakefork, Science
Lauer, Gary, Boise, Health and Humanities
Laughlin, Desiree, Idaho Falls, Humanities
Law, Mary Kay, Culdesac, Science
Lenz, Greta, Ashton, Social Studies
Lewis, Eleanor, Preston, Language Arts
Lien, Keith, Jerome, Humanities
London, Jerri, Fairfield, Language Arts
Luckey, Angela, Pocatello, Social Studies and Humanities
Lusk, Katie, Aberdeen, Social Studies
Lyons, Mike, Boise, Math
Madden, Dano, Boise, Humanities
Major, Kris, Boise, Social Studies
Maloney, Catherine, Boise, Math
Mann, Steven, Parma, Math
Manor, Kathleen, Post Falls, Social Studies
Mansell, Cathy, Boise, Humanities
Marcellus, Ace, Twin Falls, Science
Martin, Linda, Kellogg, Language Arts
Martin, Marsha, Bovill, Health
Mason, Debbie, Twin Falls, Social Studies
Mather, Vicki, Smithfield, Math
Mauer, Carolyn, Boise, Social Studies
Maxey, Gale, Boise, Language Arts and Humanities
Maxwell, Lori, Moscow, Math
Mayton, Gary, Lewiston, Math
McBurney, Constance, Blackfoot, Humanities
McCaffee, Paige, Howe, Social Studies
McCloskey, Richard, Boise, Science
McCurdy, Donna, Arco, Social Studies
McCurdy, Laruie, Boise, Social Studies and Humanities

McDonough, Kevin, American Falls, Math
McDorman, Bill, Hailey, Humanities
McMillan, Laurie, Burley, Math
McMurtry, Jerry, Moscow, Humanities
Mencke, Michelle, Wendell, Social Studies
Mengal-Hoagland, Kari, Boise, Humanities
Menta, Alene, Pocatello, Social Studies
Merrick, Karlette, Bruneau, Health
Millard, LaRae, Pocatello, Health
Miller, Heidi, McCall, Humanities
Miller, Howard, Dietrich, Humanities
Miller, Melonie, St. Anthony, Social Studies
Mills, Jim, Idaho Falls, Humanities
Mills, Kimberly, Preston, Math
Mink, Nicol, Weiser, Science
Montgomery, Tina, Twin Falls, Math
Moore, Cathy, McCall, Math
Morgan, Jane, Hayden Lake, Humanities
Moriarty, Katherine, Idaho Falls, Social Studies
Morris, George, Weiser, Math
Moss, Dew-Etta, Idaho Falls, Science
Moyer, Laurie, Orofino, Social Studies
Moyer, Linda, Fruitvale, Social Studies
Mullen, Richard, Coeur d'Alene, Humanities
Murphy, Michael, Boise, Social Studies
Myers, Rita, Lewiston, Health
Neely, Hilarie, Sun Valley, Humanities
Nelson, Jennie, Moscow, Language Arts
Neuhardt, Harry, Pocatello, Humanities
Nida, Missy, Boise, Social Studies
Nielson, Craig, Preston, Social Studies
Odell, Michael, Moscow, Science
Ohrtman, Dennis, Lewiston, Humanities
Oldridge, Carol, Sagle, Health
Olsen, Deanna, Post Falls, Health
Olsen, Janice, Sugar City, Social Studies
Olsen, Tricia, Meridian, Math
O'Rorke, Barbara, Twin Falls, Language Arts
Owens, Grace, Pocatello, Humanities
Pack, Suzanne, Twin Falls, Math
Packer, Patricia, Pocatello, Language Arts
Paige, Michelle, Salmon, Humanities
Parker, Rick, Twin Falls, Science
Pavlock, Bob, Aberdeen, Health
Pedersen, John, Nampa, Science
Perry, Brent, Rupert, Math
Perry, Patti, Coeur d'Alene, Language Arts
Peters, Lynne, Coeur d'Alene, Language Arts
Phelan, Kathy, McCall, Humanities
Phillips, Jr., Rick, Pocatello, Science
Piispanen, Ruth, Boise, Humanities
Porter, Chris, Meridian, Health
Post, Belva, Notus, Humanities
Precht, Barbara, Meridian, Language Arts
Prinzing, Dan, Boise, Humanities
Proser, William, Coeur d'Alene, Language Arts
Ramirez, Kelley, Twin Falls, Humanities
Ranells, Mary Ann, Twin Falls, all subjects
Reeves, Tera, Bovill, Math
Richards, Doug, Potlatch, Humanities
Ringe, Pat, Pocatello, Language Arts
Rucker, Jack, Boise, Language Arts
Ruff, Shelley, Post Falls, Social Studies
Sanders, Decker, Mountain Home, Health
Sanford, Dori, Arco, Social Studies
Schreiner, Paula, Twin Falls, Language Arts
Scott, Leah, Wendell, Language Arts
Scott, Lynn, Boise, Social Studies
Scully, Susan, Pocatello, Language Arts
Seaman, Susan, Moscow, Language Arts
Seibold, Kathy, Caldwell, Social Studies
Serwat, David, Rathdrum, Social Studies
Sharp, Peggy, Idaho Falls, Language Arts
Silzly, Christine, Blackfoot, Social Studies
Simms, Robert, Boise, Social Studies
Sinsley, Barb, Coeur d'Alene, Social Studies
Smith, Cherry Mae, Burley, Language Arts
Smith, Nancy, Nampa, Humanities
Snouffer, Garnalee, Idaho Falls, Social Studies
Sobotta, Jr., Bob, Lewiston, Health
Soltman, Don, Rathdrum, Health
Sorensen, Jeneane, Inkom, Health
Spangler, Julie, Moscow, Language Arts
Spear, Caile, Boise, Health
Standley, Lois, Twin Falls, Math
Stephensen, Mark, Eagle, Social Studies
Stevenson, Nancy, Hayden Lake, Science
Stivison, Erni, Boise, Math
Stone, Sam, Caldwell, Humanities
Suk, Anne, Nampa, Math
Summers, Jack, Pocatello, Health
Supulver, Lisa, Pinehurst, Language Arts
Swanson, B.J., Moscow, Math
Targee, Rosie, Boise, Social Studies
Thomas, Mary, Boise, Health
Thomason, Jackie, Meridian, Math
Thompson, Wendy, Moscow, Social Studies
Thomsen, Jan, Shoshone, Science
Thorson, Steven, Jerome, Social Studies
Tiede, Glen, Lewiston, Math
Tominaga, JoAnn, Blackfoot, Humanities
Toone, Sally, Gooding, Math
Torfin, Glenda, Preston, Science
Totorica, Ted, Boise, Humanities
Trebby, Maria, Boise, Humanities
Tyler, Susan, Aberdeen, Science
Vance, Jean, McCall, Humanities
Venditti, Phil, Lewiston, Math
Verdal, Larry, Moscow, Math
Votaw, Bonnie, Clarkston, Math

Waddoups, Jerry, Preston, all subjects
Walker, Diane, Moscow, Humanities
Ware, Patricia, Boise, Science
Warne, Bonnie, South Fremont, Humanities
Wasia, Valerie, Blackfoot, Humanities
Waters, Toni, Middleton, Health
Weaver, Donna, Lewiston, Language Arts
Weitz, Gerald, Moscow, health
Wellsandt, Heather, Meridian, Language Arts
Wenner, Peggy, Boise, Humanities
Whipple, Susan, Boise, Humanities
White, Pat, Boise, Science
White, Scott, Pinehurst, Language Arts
Wieand, Gloria, Hailey, Social Studies
Williams, Shelley, Eagle, Language Arts and Social Studies
Winegar, Richard, Emmett, Humanities
Winston, Jane, Idaho Falls, Humanities
Winston, Mike, Shelley, Science
Winters, Gloria, St. Anthony, Social Studies
Womack, Elaine, Franklin, Math
Worden, Gail, Post Falls, Math
Wright, Linda, Cascade, Social Studies
Yeoumans, Kris, Potlatch, Health
Yost, Emilee, Pocatello, Language Arts
Young, Robert, Pocatello, Science
Zahm, Laurie, Pocatello, Health
Zarybnisky, Mary, Burley, Social Studies
Zook, Charles, Coeur d'Alene, Language Arts

TABLE OF CONTENTS

856. GLOSSARY OF HUMANITIES TERMS. 2

858. INTERDISCIPLINARY HUMANITIES –KINDERGARTEN THROUGH GRADE 3. 4

866. VISUAL AND PERFORMING ARTS – KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872. 5

875. WORLD HISTORY - HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) - KINDERGARTEN THROUGH GRADE 3. 12

883. FOREIGN LANGUAGE – KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889. 13

892. INTERDISCIPLINARY HUMANITIES – GRADES 4 THROUGH 5 15

900. VISUAL AND PERFORMING ARTS – GRADES 4 THROUGH 5, SECTIONS 901 THROUGH 906. 15

909. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) - GRADES 4 AND 5. 22

917. FOREIGN LANGUAGE – GRADES 4 AND 5, SECTIONS 918 THROUGH 923. 22

926. INTERDISCIPLINARY HUMANITIES – GRADES 6 THROUGH 8. 25

934. VISUAL AND PERFORMING ARTS – GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940. 25

943. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) – GRADES 6 THROUGH 8. 34

951. FOREIGN LANGUAGE – GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 957. 34

960. INTERDISCIPLINARY HUMANITIES – GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966. 37

969. VISUAL AND PERFORMING ARTS – GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975. 40

978. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) – GRADES 9 THROUGH 12, SECTIONS 979 THROUGH 984. 49

987. FOREIGN LANGUAGE - GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993. 53

856. GLOSSARY OF HUMANITIES TERMS. The following definitions apply only to Sections 856 through 954 of these rules.

01. Aesthetics. A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art.

02. Application. The practice of using one's knowledge, techniques, and skills to produce a product.

03. Appreciation. A sensitive awareness; in the context of the arts, a recognition of aesthetic values.

04. Arts Criticism. A framework for considering art through description, interpretation, evaluation, theorizing, and making informed judgments.

05. Artifact. A product of civilization, such as a tool or ornament, that shows human workmanship or modification.**06. Authentic Sources**. Materials created by people living in their culture (such as a country's newspapers, magazines, or menus).

07. Creative Expression. An imaginative response that exhibits both feeling and core knowledge of an art form.

08. Culture/Cultures. A group that influences ways of perceiving, valuing, behaving, and believing. (Vesta Daniel Ed.D.)

09. Disciplines. Specific fields of study within the arts and humanities (visual art, music, dance, literature, philosophy).

10. Diversity. The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities.

11. Ethics/Ethical. The discipline dealing with what is good and bad and with moral duty and obligation; behaving according to those determinations.

12. Expository Writing. Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define.

13. Genre. A category of artistic, musical, or literary composition characterized by a particular style, form, or content.

14. Historical/Living Culture. A culture, civilization that has existed in the past as opposed to one that is current and/or evolving.

15. Improvisational Interpretation. A performance, speaking or acting, that is delivered without the use of a script.

16. Integrate. To incorporate into a larger unit.

17. Interdisciplinary Humanities. A study of two or more related disciplines within the state-adopted list of humanities subjects.

18. Interrelationships. Mutual or reciprocal relationships of arts and humanities disciplines.

19. **Literary Work**. An example of writing that possesses the qualities or characteristics of letters, human learning, or literature.

20. **Nationalism**. A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation.

21. **Persona**. An individual's social façade or front as perceived by others.

22. **Reasoned Dialogue**. The process of presenting a calculated discussion of ideas through logical means (research, debate, analysis, judgment).

23. **Replicate**. To repeat or duplicate a product or process.

24. **Speculate**. To examine an idea or process and determine a logical outcome.

25. **Structural Analysis**. The act of studying how the parts of a work or product are put together.

26. **Style**. An accustomed manner or method of creating or performing as sanctioned by an accepted standard.

27. **Translate**. To turn into one's own or another language; to change an activity or idea from one form into another.

857. IDAHO HUMANITIES STANDARDS. All Idaho students have the right to develop a basic understanding of the humanities disciplines. In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression.

01. **Humanities**. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, world history, or foreign language. Other courses such as literature, philosophy, architecture, comparative world religions may satisfy the humanities standards. The course syllabus must be approved by the State Department of Education to assure alignment with the Humanities standards. These varied courses of study hold one concept in common: they all attempt to explain in distinctive ways what it means to be human. In addition, students literate in the humanities: Become fully empowered to explore human worth and individual destiny. Gain tools that aid them in analyzing the claims of others and making reasoned judgments. Possess the potential to face their futures with essential strengths. More importantly, students who communicate in another language, create a musical sound, provide a dramatic experience, value a work of art, or develop a new idea can more profoundly enjoy life.

02. **Student Achievement In The Humanities.** The following document offers a framework for student achievement in the humanities. Three committees of content specialists, business and minority representatives, and educational professionals helped develop the Humanities Standards. These people represented all regions of Idaho; they volunteered their time and expertise, and, through the process, learned much about the relatedness of the humanities. Not every important idea made its way onto paper. However, the essential information remains. Various courses within the humanities disciplines are organized into four groups: Interdisciplinary Humanities; Visual and Performing Arts; World History; and Foreign Language.

03. **Humanities Standards Not A Curriculum Guide.** The Idaho Humanities Standards outline essential information and skills and are not intended to be read as a curriculum guide. The state standards set the goals for what a student in Idaho should know and be able to do in the humanities disciplines. Local school districts will provide classroom opportunities for students to produce measurable products that meet those standards.

04. Interdisciplinary Humanities. The interdisciplinary humanities standards are based on the assumption that connections exist between all aspects of human behavior. Through interdisciplinary study, the student should acquire knowledge and skills that promote understanding of these connections as they exist among the disciplines of history, visual and performing arts, and foreign language. The standards carry the presumption that the student has acquired the basic knowledge of each discipline prior to undertaking these studies.

05. Visual and Performing Arts. The Idaho Standards for Arts Education are a statement of what every Idaho student should know and be able to do in four arts disciplines – music, visual art, theatre, and dance. Their scope is grades K-12, and they speak to both content and achievement. Practicing the arts disciplines is fundamental to the healthy development of children's mind and spirit, a prerequisite for one becoming a healthy and effective world citizen. For this reason, the arts cannot be separated from the very meaning of the term "education." We know from long experience that no one can claim to be truly educated who lacks basic knowledge and skills in the arts. Arts education benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. When study and competence in the arts reinforce one another, the joy of learning becomes real, tangible, and powerful.

06. World History-Humanities (Humanities in a Historical Context). World History-Humanities exposes the student to the wide diversity of expression chronicled through historical development. With an expanded worldview, the student now defines "self" through the humanities – the expression of individuality and connectedness to mankind as a citizen of the world. Through World History-Humanities, the student learns how ideas, beliefs, and values have profoundly influenced human actions throughout history. Religion, philosophy, art, and popular culture have all been central to the aspirations and achievements of all societies, and have been a mainspring of historical change from earliest times. A students' exploration of this sphere of human activity, through literature, sacred writings and oral traditions, political treatise, drama, art, architecture, music, and dance, deepen their understandings of the human experience.

07. Foreign Language. Language and communication are at the heart of the human experience. The State of Idaho must equip students with linguistic and cultural skills to communicate in a culturally diverse society. It is presumed that the basic language acquisition skills (speaking, listening, reading, writing, observing) are taught in all language courses receiving humanities credit. The material below is designed to integrate the study of a foreign language with cultural contexts and critical thinking skills.

858. INTERDISCIPLINARY HUMANITIES –KINDERGARTEN THROUGH GRADE 3.
Interdisciplinary Humanities standards do not apply at these grade levels.

859. -- 865. (RESERVED).

866. VISUAL AND PERFORMING ARTS – KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.

867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

868. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC: 1. Name the historical or cultural background of musical selections learned. 2. Identify the country or region of musical selections learned. 3. Describe the role music plays in today's society.	i. Listen to guest artists playing various instruments and experiment with those sounds through the Internet or recordings.
	b. VISUAL ART: 1. Recognize key differences in art works from two different time periods or cultures. 2. Identify the purpose of a work of art that was created in the past. 3. Describe the role visual arts play in today's society.	i. Look at a work of art from a specific time period. Compare and contrast the environment. (Winslow Homer's "Snap the Whip" – What kind of clothing did they wear? What did they eat for lunch? What did the schoolroom look like? How did they get to school? What was their teacher like?) ii. Select one or two regional cultures for study. Create examples of art from those cultures using similar media. iii. Compare and contrast a Mondrian, Matisse, and Cassatt painting for similarities and differences in color, line, shape, and message. iv. Show and discuss videos of art careers (architect, interior designer, sculptor, chef).
	c. THEATRE: 1. Identify a dramatic presentation as belonging to the past, present, or future. 2. Describe the role theatre plays in today's society.	i. Theatrical elements are incorporated in general classroom instruction at this level.

	d. DANCE: 1. Identify dances associated with particular places and events. 2. Identify historical events or scientific discoveries that have influenced dance. 3. Discover common subjects, ideas, and themes in dances from different cultures. 4. Describe the role dance plays in today's society.	i. Learn several basic dances, discussing their origins and their relationship to society (international folk, cultural, tap, hip hop). ii. Perform a dance about common themes and/or ideas and share responses with audience. iii. Share where dance is seen in everyday life.
02. Understand the interrelationships among visual and performing arts disciplines.	a. MUSIC: 1. Identify ideas and emotions that are expressed through music and other disciplines. 2. Compare a musical selection with another art form that uses a similar style.	i. Perform or listen to music and describe the feeling it creates.
	b. VISUAL ART: 1. Name ways in which the subject of a work of visual art is similar to another art form (music, dance). 2. Identify ideas and emotions that are expressed through visual arts and other disciplines.	i. Recreate artwork from a specific historical period through aesthetic involvement of the senses (music/sounds from time period, food, videotapes, prints, books, stories). ii. Using an abstract painting (Miro), identify the elements of art and imagine the artist's message. Share and compare possible meanings.
	c. THEATRE: 1. Identify ideas and emotions that are expressed through theatre and other disciplines. 2. Compare a written (or visual) story with a dramatic performance of that same story.	i. Theatrical elements are incorporated in general classroom instruction at this level.

	d. DANCE: 1. Compare and contrast cultural dances and other art forms represented within a school, community, or region. 2. Name common subjects or ideas in dance and other arts of various cultures. 3. Identify ideas and emotions that are expressed through dance and other disciplines.	i. Learn folk dances from various cultures, identifying regional characteristics. ii. As a class, create your own folk dance that celebrates a special event (Tinkling, Greensleeves, Virginia Reel).

869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

870. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Recognize and respond to characteristics and content of various musical forms. 2. Examine music as a form of communication. 3. Use arts vocabulary to discuss specific works of music. 4. Relate the significance of music to one's own life.	i. Identify song form (AB, ABA) in folk music and perform the matching game. ii. Match oral music terms with corresponding pictures. iii. Use body percussion to demonstrate understanding of vocabulary. iv. Share examples of music from the childhood of significant adults and compare with one's own favorite music.
	b. VISUAL ART: 1. Recognize and respond to characteristics and content of various art forms. 2. Examine the visual arts as a form of communication. 3. Use arts vocabulary to discuss specific works of art.	i. Observe samples of teacher's artwork and discuss how and why they were made (needlepoint, quilting, decorative objects, photography). ii. Use a story (*Maebelle's Suitcase*) to identify the writer's intent and create a three-dimensional textural hat with a variety of recycled materials. iii. Using art reproductions, identify the four steps of art criticism (description, analysis, interpretation, evaluation).

	c. THEATRE: 1. Recognize and respond to characteristics of drama. 2. Examine drama as a form of communication. 3. Use arts vocabulary to discuss a dramatic performance.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Examine dance as a means of communicating meaning. 2. Show how the human body is used to express or communicate action, idea, or experience through movement. 3. Compare and contrast dance forms associated with specific groups of people, geographic regions, or time periods.	i. Look at dance videos representing different kinds of dance (Nutcracker Ballet, Beatrix Potter by Royal Ballet, Walklyndon by Pilobolus, Cirque de Soleil). ii. View a narrative ballet and discuss the storyline.
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Discuss the importance of music in one's own life. 2. Draw conclusions about the meaning of the term "classical music."	i. Share examples of music from the childhood of significant adults and compare with one's own favorite music.
	b. VISUAL ART: 1. Discuss the importance of visual art in one's own life. 2. Discuss how symbols create meaning in art.	i. Create a personal story quilt. ii. Create a monogram that describes and expresses personal interests.
	c. THEATRE: 1. Discuss the role of drama in one's own life. 2. Compare and contrast current forms of drama today (theatre, film, television).	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Identify dance forms associated with particular places or events. 2. Locate common themes in dance (such as friendship or family) and create a personal response to that theme. 3. Show how dance elicits various interpretations.	i. Identify elements of dance after viewing a performance.

BEST COPY AVAILABLE

03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Recognize and verbalize emotions that are associated with music. 2. Verbalize personal preferences for a specific work of music, using arts vocabulary.	i. Perform or listen to music and describe the feeling it creates. ii. Verbally review one's own concert performance or that of another class.
	b. VISUAL ART: 1. Discuss characteristics of one's own work and the work of others. 2. Compare one's own response to a work of art and to another student's response. 3. Show how expression in art causes different responses from viewers.	i. Generate oral peer review using positive, specific, and truthful comments about others' artwork.
	c. THEATRE: 1. Verbalize personal preferences of types of drama (formal, informal) within society today. 2. Identify the beginning, middle, and ending of dramatic performances. 3. Explain preferences for different parts of a dramatic performance.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Develop and apply arts vocabulary when discussing art forms. 2. Explain ideas that dances can represent. 3. Suggest ways that artists get ideas. 4. Voice personal preferences about dances within a classroom or other setting.	i. Observe two dances and discuss similarities and differences, costuming, speed of movement.

BEST COPY AVAILABLE

871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

872. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. MUSIC: 1. Read and perform meter, rhythm, and pitch using standard music symbols. 2. Echo short rhythms and melodic patterns. 3. Sing on pitch, in rhythm, and with steady tempo. 4. Sing simple songs from different cultures and genres (ostinatos, rounds). 5. Illustrate group singing and instrumental skills, in response to conductor cues. 6. Identify sounds of different instrument families and voices.	i. Perform a lullaby, work song, or march in the appropriate style. ii. Sing, dance, play, and listen to songs and games illustrating a specific genre (lullabies, work songs, patriotic, celebrations) and a variety of cultures. iii. Dance, sing, and perform folk songs in costume. iv. While singing a familiar song, decrescendo and crescendo according to student direction. v. Listen to guest artists playing various instruments and experiment with those sounds through the Internet or recordings.
	b. VISUAL ART: 1. Name and use different art materials (paint, clay, paper, wood). 2. Acquire and develop skills necessary for understanding and applying arts techniques and processes. 3. Reproduce an existing work respecting the intent of its original creator. 4. Develop and use an arts vocabulary. 5. Express personal preferences for specific works and styles.	i. Create a "found object" colleague of mixed materials and identify materials used. ii. Study the impressionist style of Monet and create a landscape using pastels showing color applications. iii. Play games (Bingo, Concentration, texture bag) to introduce or review art elements and terms and reinforce color discrimination skills. iv. Select five or six reproductions of artworks and number in order of personal preference and explain choice made.

BEST COPY AVAILABLE

	c. THEATRE: 1. Use dialogue to tell stories and record information a personal cognitive level. 2. Create characters, environments, and situations for dramatization. (Let's pretend.) 3. Vary movement, vocal pitch, tempo, and tone for different characters. 4. Interact in imaginary situations. 5. Choose scenery, props, costumes, and makeup for a production. 6. Observe the visual, aural, oral, and kinetic elements of drama. 7. Develop reasons for personal preferences about dramatic performances.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Identify and isolate movements of body parts. 2. Demonstrate the difference between tension and relaxation in stillness and motion. 3. Move without talking. 4. Demonstrate how the body can create shapes, heights, pathways, and personal space. 5. Imitate basic body movements, rhythm patterns, and tempos. 6. Move as an individual and as part of a group. 7. Illustrate different movement qualities (heavy, light, strong, limp). 8. Practice appropriate warm-up for large muscle groups.	i. Use problem-solving movement activities to explore the elements of dance - body, energy, space, time, and form. (Show shapes in high, medium, and low levels.) ii. Perform dances, created by oneself or another, incorporating own ideas.

BEST COPY AVAILABLE

02. Communicate in the visual and performing arts through creative expression.	a. MUSIC: 1. Create a musical line when given specific guidelines. 2. Move to the beat of music in both organized and free style. 3. Improvise "answers" to given rhythmic and/or melodic phrases. 4. Improvise movement that is stylistically appropriate to music.	i. Move creatively to music of cultural/historical origin using scarves, rhythm sticks, and/or partners. ii. In two groups, create movement to an AB song and combine the products for a final piece.
	b. VISUAL ART: 1. Show respect for personal work and works of others. 2. Create a work of art using personal experience and skills. 3. Experiment with different materials, techniques, and processes in the visual arts.	i. Observe samples of teacher's artwork and discuss how and why they were made (needlepoint, quilting, decorative objects, photography). ii. Using art reproductions, identify the four steps of art criticism (description, analysis, interpretation, evaluation). iii. Develop, design, and present a collage or poster using a variety of mediums to create a family portrait.
	c. THEATRE: 1. Act in an improvisation. 2. Assume roles based on personal experiences, imagination, and reading.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Invent multiple solutions to movement problems. 2. Use movement vocabulary to compose a dance phrase. 3. Create a movement phrase with a beginning, middle, and end. 4. Use original ideas and/or concepts from other sources. 5. Express ideas, moods, and feelings, through dance.	i. Create a dance sequence using multiple forms (level and shape). ii. Create and discuss a list of appropriate audience behaviors and practice them. iii. Dance with confidence and be respectful while others perform. iv. Write a poem or draw a picture and interpret it with movement.

873. -- 874. (RESERVED).

875. WORLD HISTORY - HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) - KINDERGARTEN THROUGH GRADE 3.
World History standards do not apply at these grade levels.

876. -- 882. (RESERVED).

883. FOREIGN LANGUAGE – KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.

884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

885. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	i. Recite poems or sing songs related to cultural celebrations or historical events. ii. Dramatize a cultural celebration or historical event.
	b. Identify expressions used historically and idiomatically.	
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	i. View slides, videos, pictures, or websites of a targeted culture to find differences and similarities with one's own community. ii. Prepare, taste, and describe food from a culture being studied.
	b. Examine the use of the target language in the arts and humanities disciplines.	i. Listen to and/or replicate the pronunciation from songs or poems. ii. View, learn, and perform a folk dance.
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.	i. Observe and locate a country and/or area(s) being studied on a globe or map.
	b. Identify cultural beliefs of people in the target language.	
	c. Recognize contributions of native e cultures to the target language being studied.	

886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

887. STANDARD TWO: Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses of language.	a. Identify ways one language influences another.	i. Create an ongoing list of cognates and borrowed words from other languages.
	b. Identify differences and similarities between English and the target language.	

02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic sources.	i. View a media clip (magazine, newspaper, cartoon, comic strip, video, music) and identify cultural elements. ii. Compare and contrast meals from various countries to identify cultural tastes and preferences.
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	i. Design a game (memory, tic tac toe) utilizing vocabulary from the target language. ii. Compare and contrast currency from one's own culture and the culture being studied. iii. Examine and compare the differences in weather occurring in one's country with that of the country being studied.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	i. Recognize and describe a current event within the culture being studied.

888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

889. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	
	b. Recognize common phrase groupings and voice inflections.	
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	
	d. Recognize that an idea may be expressed in multiple ways in the target language.	
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	i. Illustrate a short story. ii. Perform a dialogue, song, or story using everyday situations. iii. Create a pattern story in the target language.
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.	i. Introduce oneself to the class. ii. Write and illustrate a book describing oneself.

890. – 891. (RESERVED).

892. INTERDISCIPLINARY HUMANITIES – GRADES 4 THROUGH 5.
Interdisciplinary Humanities standards do not apply at these grade levels.

893. – 899. (RESERVED).

900. VISUAL AND PERFORMING ARTS – GRADES 4 THROUGH 5, SECTIONS 901 THROUGH 906.

901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

902. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical and cultural contexts of visual and performing arts.	a. MUSIC: 1. Identify by genre or style music from various cultures. 2. Identify characteristics of music from two different historical periods. 3. Identify specific compositions as belonging to a particular era in music history.	i. Plan, create, and reenact an Underground Railroad scenario and discover the meaning of secret codes in spirituals.
	b. VISUAL ART: 1. Compare and contrast specific works of art from two different time periods. 2. Show how a specific work of art reflects events in history. 3. Compare works of art that represent two different cultures that existed during the same period of history. 4. Identify specific works as belonging to a particular era in art history.	i. Compare and contrast prehistoric and contemporary Native American art using multimedia resources. ii. Examine works of Jacob Lawrence and Faith Ringgold and create a work of art that illustrates an aspect of black history.
	c. THEATRE: 1. Translate a specific historical event into a dramatic presentation. 2. Create stage props and scenery that convey the historical accuracy in a dramatic reenactment. 3. Improvise historical figures and dialogue typical of that person's culture.	i. Theatrical elements are incorporated in general classroom instruction at this level.

	d. DANCE: 1. Research dance forms that have evolved during particular periods of history. 2. Explain how a dance from a specific culture or time period reflects values of its society.	i. View dances from different cultures or time periods and identify the similarities/differences. ii. Describe feeling through journals, pictures, or poetry while learning different cultural dances.
02. Understand the interrelationships among visual and performing arts disciplines.	a. MUSIC: 1. Identify music and art (or dance or drama) that has evolved from a similar ethnic, geographical, or historical origin. 2. Classify ways in which the elements of music and other art disciplines of a specific time period are similar.	i. Create a cultural celebration such as a drumming event using rhythm, movement, or song. ii. While listening to representative selections, draw four designs of one object each reflecting a different musical style (busy baroque, simple classical, dramatic romantic, explosive 20th Century).
	b. VISUAL ART: 1. Classify the ways in which ideas and subject matter of humanities disciplines are interrelated. 2. Describe how elements of various arts depict ideas and emotions. 3. Observe and describe the presence of the visual arts in today's society.	i. Listen to a piece of classical music and illustrate with color the sounds heard. ii. Describe and compare Kandinsky's use of line and color in two of his artworks. iii. Within a school setting, identify objects and determine the various designers required to produce that environment.
	c. THEATRE: 1. Identify the use of visual art, music, and movement in theatrical presentations. 2. Describe the relationship between reality and fantasy in drama and other art forms.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Compare and contrast dance and other art forms associated with specific groups of people, geographic regions, or time periods. 2. List ways in which art forms (including dance) have been transmitted from one generation to another.	i. Physically explore how dance is similar to other forms of human movement (sports, work, everyday gestures). ii. Learn recreational and concert dance forms and discuss their context both musically and physically (American social and square dance, jazz, musical theatre).

903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

904. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout- By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Recognize and respond to specific elements of music (pitch, rhythm, timbre, diction, posture, tempo). 2. Describe music as a form of communication. 3. Use music vocabulary to discuss specific compositions.	
	b. VISUAL ART: 1. Recognize differences between art materials, techniques, and processes. 2. Use arts vocabulary to experience and discuss a variety of art works. 3. Discuss how people's experiences can influence and develop specific art works.	i. Research to compare and contrast artistic expression in past and present clothing from local regions. ii. After a class discussion using art reproductions, identify the four steps of art criticism (description, analysis, interpretation, evaluation).
	c. THEATRE: 1. Compare the relationship between theatre and popular notions about entertainment. 2. Discuss film and television as effective or ineffective ways to communicate meaning.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Examine how dance creates and communicates meaning. 2. Speculate how different artistic choices can change the meaning of a dance.	i. Create and perform a dance based on a known work, reflecting the original intent of the creator (tap like Fred Astaire). ii. Discuss how using costumes from the 20th Century could change the meaning of The Nutcracker Ballet.
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Discuss the importance of music in our society. 2. Discuss the differences between professional and amateur musicians.	i. Invite guest artist(s) to perform and discuss their music and careers. ii. Read a biography about a musician and give a presentation in costume.

	b. VISUAL ART: 1. Discuss how art works can elicit different responses. 2. Explain the difference between the visual characteristics and the purpose of a specific work of art (beauty versus meaning).	i. Using the four steps of art criticism, evaluate Native American art works for meaning.
	c. THEATRE: 1. Examine how theatre reveals universal themes. 2. Explain how facial expression and body language reveal meaning.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Examine how dance reveals universal themes. 2. Identify ways in which the principles of other disciplines (like math or science) relate to movement and dance.	i. Identify dances that illustrate the theme of good and evil (The White Swan, Sleeping Beauty). ii. Use movement to explore the concepts of the solar system.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Justify personal preferences based on philosophical, aesthetic, or ethical arts issues. 2. Identify and debate copyright issues in music. 3. Express personal preferences for musical selection, using appropriate arts vocabulary.	
	b. VISUAL ART: 1. Identify and evaluate characteristics of one's own work and works of others. 2. Explain how elements of composition and/or organization cause different responses. 3. Describe how different media communicate meaning in the visual arts. 4. Discuss copyright issues in visual arts.	i. Generate oral peer review, using positive, specific, and truthful comments about others' artwork. ii. Select five different artworks and describe emotional responses to color, line, shape, and textures used. iii. Conduct a group discussion about copyright laws, ethics, and plagiarism.

	c. THEATRE: 1. Evaluate one's performance of a scene and the performances of others. 2. Explain how lighting, sets, and costumes can create meaning in a dramatic performance.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Examine how dance contains characteristics and merits that guide assessment of one's works and works of others. 2. Discuss the process and effort involved in developing an idea into a dance work. 3. Explain how a dance may elicit interpretations different from those intended by the dancer.	i. Examine copyright law as it pertains to dance. ii. Develop a list of appropriate audience behavior and practice; discuss inappropriate behavior. iii. Be supportive and constructive in discussing dances.

905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

906. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications
01. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. MUSIC: 1. Sing in harmony using simple ostinatos, partner songs, descants, and canons. 2. Use a variety of sound sources (classroom instruments, electronic and natural sounds) to compose/arrange.	i. Play or create games (bingo, trivia) incorporating musical symbols and terms.
	3. Perform independent instrumental parts while other students sing or play contrasting parts. 4. Improvise simple rhythmic and/or melodic accompaniments. 5. Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. 6. Identify symbols, traditional terms, and notations in music.	

	7. Identify specific instruments in a recording or live performance.	
	b. VISUAL ART: 1. Show differences between art materials, techniques, and processes. 2. Demonstrate how different media, techniques, and processes are used to communicate ideas. 3. Show differences among visual characteristics and purposes of art. 4. Demonstrate how composition, expression, and organization of art cause different responses. 5. Compare ways in which subject matter, symbols, and ideas are used to communicate meaning.	i. Design a poster using cut paper, pastels, and crayons to illustrate patriotism. ii. Group various art reproductions according to the use of color, texture, and line. iii. Create a logo that expresses personal interests.
	c. THEATRE: 1. Improvise dialogue to tell stories and record information at a personal cognitive level. 2. Create characters, environments, and situations for dramatization. 3. Vary movements, vocal pitch, tempo, and tone for different characters.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	4. Select and organize materials that suggest scenery, properties, lighting, sound, costumes, and makeup. 5. Use visual elements (space, color, line, shape, texture) to communicate place and mood.	
	d. DANCE: 1. Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps). 2. Perform movement sequences that highlight balance and control.	i. Demonstrate movement complexity by combining the elements of dance. (Show level and shape changes while moving in a specific pathway). ii. Perform two dances that illustrate similarities/differences in terms of one dance element (space, time, energy, body action).

	3. Memorize and perform set patterns of movement. 4. Replicate a movement sequence from one theatrical (concert) and one recreational dance genre. 5. Move various body parts simultaneously. 6. Recreate a rhythmic pattern in movement. 7. Identify components of time, space, and energy elements. 8. Illustrate the correct way dancers warm up, stretch, and strengthen their bodies. 9. Identify and execute movement in the three dimensions (vertical, horizontal, sagittal).	
02. Communicate in the visual and performing arts through creative expression.	a. MUSIC: 1. Sing in a musical group, while blending vocal quality, matching dynamic levels, and responding to cues of a conductor. 2. Create/arrange music within specified guidelines (style, form, instrumentation). 3. Play rhythmic, melodic, and harmonic classroom instruments expressively.	i. Experience a "musical petting zoo" using a variety of instruments. ii. Use appropriate singing voice in folk songs, rounds, and other literature.
	b. VISUAL ART: 1. Interpret/perform a work respecting the intent of its creator. 2. Create a work of art using personal experience and skills. 3. Identify and demonstrate appropriate behavior when attending and/or participating in arts events. 4. Show respect for personal work and works of others. 5. Describe how human experience influences the development of specific artworks. 6. Predict how specific artworks can elicit different responses.	i. Create a scientific drawing of a flower. ii. Illustrate a scene of a trip to the zoo or farm. iii. Attend a local art exhibit and participate in a classroom discussion of art gallery etiquette. iv. Recognize the strengths of peer art work and write a positive sentence describing their art. v. As a class participate in a school sponsored art contest and predict the outcome based on contest rules.

	c. THEATRE: 1. Plan and interact in improvisations. 2. Justify reasons for personal preference concerning dramatic performances. 3. Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance.	i. Theatrical elements are incorporated in general classroom instruction at this level.
	d. DANCE: 1. Use the elements of dance to abstract a literal gesture. 2. Initiate spontaneous movement to different stimuli. 3. Use contrasts in symmetry and asymmetry. 4. Develop ideas cooperatively with a partner. 5. Use props to extend movement ideas. 6. Imitate steps from two different dance genres (ballet, tap, folk). 7. Respond physically to a variety of movement images.	i. Create a dance that communicates a topic of personal significance. ii. Present and discuss one's own work using a prop located in the classroom.

907. -- 908. (RESERVED).

909. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) - GRADES 4 AND 5.

World History standards do not apply at these grade levels.

910. -- 916. (RESERVED).

917. FOREIGN LANGUAGE – GRADES 4 AND 5, SECTIONS 918 THROUGH 923.

918. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

919. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	i. Research, create, and display a visual presentation of a cultural or historical event. ii. Illustrate or construct a historical structure or community (church, castle, monument, neighborhood). iii. Dramatize a cultural celebration or historical event.

	b. Identify expressions used historically and idiomatically.	
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	i. Develop, design, and present a collage or poster illustrating similarities and differences of cultural celebrations. ii. Interview a native speaker or someone who has experienced another culture.
	b. Examine the use of the target language in the arts and humanities disciplines.	
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.	
	b. Identify cultural beliefs of people in the target language.	
	c. Identify patterns and behaviors and their interaction in various settings in the target language.	
	d. Recognize contributions of native cultures to the target language being studied.	

920. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

921. STANDARD TWO: Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses of language.	a. Identify and compare diversity within the culture(s) being studied, using authentic sources.	i. View a film and list, group, and/or classify cultural elements. ii. Research and report on a current event within a culture, listing, and discussing the findings. iii. Create menus from various countries to identify cultural tastes and preferences.
	b. Identify ways one language influences another.	i. Create an ongoing list of cognates and borrowed words from other languages. ii. Create a visual display that compares commonly used expressions (idioms) in the native language and the language being studied.

	c. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	i. Role-play a journalistic report describing current events, weather or sports in a specific country. ii. Plan a trip to a specific country. Calculate the cost of transportation, lodging, and food, using a current monetary exchange table.
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic sources.	
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	
	b. Critique a musical or visual performance representative of the targeted culture.	

922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

923. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	
	b. Recognize common phrase groupings and voice inflections.	
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	
	d. Recognize that an idea may be expressed in multiple ways in the target language.	
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	i. Create and illustrate a story in the target language. ii. Write a letter or e-mail to a pen pal in a foreign country. iii. Read a recipe and follow directions. iv. Create and perform a dialogue or play.

	b. Create community awareness of a culture through a foreign language.	i. Create an advertisement for a local business. ii. Present a theatrical performance for the community. iii. Create an international cultural event. iv. Read stories, sing songs, or recite poems to other students and community members.
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.	i. Produce a video introducing one's self. ii. Conduct an interview and report findings to the class. iii. Create and/or perform a song or poem that expresses a preference or desire. iv. Create an original representation styled after a famous artistic work from the culture(s) being studied.

924. -- 925. (RESERVED).

926. INTERDISCIPLINARY HUMANITIES – GRADES 6 THROUGH 8.
Interdisciplinary Humanities standards do not apply at these grade levels.

927. -- 933. (RESERVED).

934. VISUAL AND PERFORMING ARTS – GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.

935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

936. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC: 1. Investigate the relationship of a country's traditions and its music. 2. Explain the influence of historical events upon the development of music.	i. Experience local and national holidays (Cinco de Mayo, Veteran's Day, Black History Month) through musical participation. ii. Sing songs, play pieces, listen to examples, and move to music from a variety of styles and cultures.

	b. VISUAL ART: 1. Explain the influence of historical events upon the development of artistic styles (modernism, cubism, impressionism). 2. Draw connections between recognizable traits or characteristics of artists sharing a common country or regional style.	i. In cooperative learning groups, compare and contrast Impressionist and Minimal Art styles using multimedia resources. ii. Create a sculpture honoring a historical figure and include an accompanying background narrative.
	c. THEATRE: 1. Explain the origins of Greek theatre and its impact upon modern society and culture. 2. Discuss various historical changes and developments in the theatre and stage.	i. Interpret and perform a poem of cultural significance. ii. Create a Greek mask for a well-known short story or poem that would demonstrate knowledge of the Greek conventions. iii. Create a poster or collage that demonstrates the differences and/or similarities of theatre throughout history.
	d. DANCE: 1. Investigate dance traditions and conventions of the United States and compare them with traditions and conventions of other countries, cultures, and geographic locations. 2. Examine the influence of historical events on the development of dance.	i. Learn dances from a culture in your community that expresses a local or national holiday and discuss their context. ii. Compare and discuss two dances from two different cultures that represent similar holiday celebrations (Christmas, Independence Day, harvest time).
02. Understand the interrelationships among visual and performing arts disciplines.	a. MUSIC: 1. Document factors influencing art forms throughout history. 2. Compare a musical style with another art form sharing a similar style or movement.	i. Listen to and identify characteristics of different vocal styles (operatic, Appalachian folk, American Indian, Japanese, Bulgarian, African).
	b. VISUAL ART: 1. Document factors influencing art forms throughout history. 2. Compare an art style, movement, or theory that shares characteristics with another art form.	i. Identify the purpose of body art in Egyptian, African, and East Indian cultures and create a mask utilizing symbols representative of these cultures.

	c. THEATRE: 1. Document factors influencing art forms throughout history. 2. Compare the bare, simple approach of modern theatre with another modern art form.	i. Given a play, determine the role of dramatic terminology (people, places, problems, objective, etc.). ii. Hypothesizing that the theatre reflects the values of the culture as they are, or as they should be, choose a play and explain the values of that culture and its influences on today's society. iii. Compare two different genres of plays and how they influenced other humanities as well as the opposite, how other humanities influenced the theatre.
	d. DANCE: 1. Document factors influencing art forms throughout history. 2. Compare and contrast traditional and modern ballet and find a counterpart with another art form sharing traditional and modern forms.	i. Create a timeline from the Industrial Period through the early Technological Period that pinpoints specific relationships between changing dance styles and historic events. ii. Compare orally and/or in writing the role of dance in two different cultures or time periods (ballet in the 19th Century and jazz in the 20th Century).

937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

938. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Compare and contrast characteristics and content of various musical forms. 2. Examine music as a means of communication. 3. Use music vocabulary to discuss works of music.	i. Interview people for whom music is a career (conductor, disc jockey, sound engineer, piano tuner) or an avocation (community orchestra member, local country band member, church musician). ii. Create a list of the ways in which music is used in our everyday lives. iii. Prepare a program reflecting a specific theme. iv. Create an eight bar composition communicating an idea of choice. v. Individually or collaboratively write program notes for an upcoming student performance.

	b. VISUAL ART: 1. Recognize and respond to characteristics and content of various art forms. 2. Investigate and evaluate the visual arts as a way to create and communicate meaning. 3. Analyze the visual arts of different cultures and time periods and compare to one's own culture. 4. Interpret a variety of art works using arts vocabulary.	i. In teams, view art by rotating to various stations, utilizing the four steps of art criticism to make a presentation. ii. Design a futuristic dwelling based on historical architectural structures (Roman arches, post and lintel constructions, Egyptian pyramids, flying buttresses, classical columns). iii. Group various art reproductions according to the dominant elements and principles of design.
	c. THEATRE: 1. Investigate and evaluate theatre as a way to create and communicate meaning. 2. Compare theatre of different cultures and time periods to contemporary theatre. 3. Assess one's interpretation of a dramatic scene with interpretations of others. 4. Explain how dramatic elements (lighting, properties, scenery) can contribute to the meaning of a dramatic work.	i. Given a play, determine the role of dramatic terminology (people, places, problems, objective, etc.). ii. Perform two contrasting selections, one classical and one modern, and justify your choices. iii. Using the same play construct a scenic design, lighting plot, costume plot, prop, and list.
	d. DANCE: 1. Communicate information about an idea or event through dance. 2. Discuss various responses and interpretations of a dance performance. 3. Explain how lighting, music, and costuming can contribute to the meaning of a dance. 4. Explain the role of dance in different time periods.	i. Prepare/create a dance that deals with subject matter relevant to school life/activities (sports, work, leisure time, personal, social issues) ii. View dance performances that have both movement and a set design. Using dance vocabulary, discuss how sets enhance or detract from the overall performances. iii. Write a list of questions one would ask when considering movement choices made by a choreographer. iv. Isolate and perform compositional themes of a concert selection. v. Attend a local concert and write a critique of the performance. vi. Compare and contrast baroque and jazz improvisational techniques. vii. Describe at least one quality that contributes to the success of a classmate's performance. vii. Create a list of critique questions that one would use to observe dance.

02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Defend one's personal preferences in music. 2. Describe the significance of music in contemporary society. 3. Explain the role of music as entertainment today.	i. Develop and defend a position on freedom of speech (lyrics) or copyright issues.
	b. VISUAL ART: 1. Assess the characteristics of personal work and the work of others. 2. Investigate the various purposes art plays in society today (beauty, commercial, personal expression).	i. Using a rubric, recognize the strengths in peers' work, and then, assess the strengths and weaknesses of one's own work.
	c. THEATRE: 1. Explain the place of role-playing in contemporary society. 2. Describe the concept of the hero in real life, in theatrical presentations, and in film.	i. Write an autobiography as a means of introduction to classmates. That address the following question: ii. Who are you in relation to other people in the world (family, friends, neighbors, culture, state, nation, etc.)? iii. Repeat above for a fictional character from a play or film. iv. After reading Shakespeare's Hamlet, write an argument that explains the lead character as a hero. Then write an argument describing Hamlet as lacking heroic qualities. Compare Hamlet's heroic dilemma with a contemporary ruler in the American society (Nixon, Clinton).
	d. DANCE: 1. Examine how dance reveals universal concepts and themes. 2. Compare how various dance forms express different ideas (classical ballet/traditional love stories or modern ballet/ free movement). 3. Examine the role of dance in holidays and traditional celebrations. 4. Select an abstract idea and find examples of various works of art that represent this concept.	i. Research information about the unions that govern dancers and choreographers. ii. Read a classic story, identify a theme in it (tolerance, prejudice), and create a movement study or scenario. iii. Examine and discuss how dance plays an important role in holiday celebrations.

03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Express personal preferences for a specific work using appropriate arts vocabulary. 2. Critique a work based on given criteria. 3. Justify personal preferences based on knowledge of music. 4. Debate copyright issues in music.	i. Analyze a recorded in-class performance using established criteria. ii. Isolate and perform compositional themes of a concert selection. iii. Attend a local concert and write a critique of the performance. iv. Compare and contrast Baroque and jazz improvisational techniques. v. Describe at least one quality that contributes to the success of a classmate's performance.
	b. VISUAL ART: 1. Justify one's personal preferences based on knowledge of the elements of art. 2. Describe the difference between an artistic work's purpose and its visual presentation.	i. Select ten favorite famous artworks and describe images using terms of elements of art. ii. Group various art reproductions according to the dominant elements and principles of design.
	c. THEATRE: 1. Defend one's personal preferences for parts of a dramatic work. 2. Discuss drama as a study of human character and personality. 3. Use theatrical vocabulary to assess a dramatic performance.	i. Select a cutting for a monologue and write an introduction that explains the significance of the scene. ii. Using Stanilawski's rules as a starting place and reading, Richard Boleslawski' Acting: Six Lessons and the works of Lee Strasberg, begin the creation of a character. iii. View a dramatic performance and write a critique of it, using appropriate theatrical vocabulary.
	d. DANCE: 1. Examine how dance contains characteristics and merits on which to assess one's work and the work of others. 2. Use appropriate vocabulary when analyzing a dance performance. 3. Identify criteria for evaluating dance (skills of dancers, originality, visual and/or emotional impact, variety and contrast).	i. Examine different dance costumes from various world cultures and discuss their similarities and differences. ii. Attend a dance performance after composing a list of appropriate and inappropriate behaviors. Discuss audience involvement and behaviors after attending the performance.

939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

940. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. MUSIC: 1. Sing or play with good breath control, expression, and technical accuracy. 2. Demonstrate appropriate ensemble skills. 3. Improvise simple melodic phrases. 4. Implement elements of music composition (unity and variety, tension and release, balance, acoustic and electronic sound sources). 5. Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). 6. Define basic principles of meter, rhythm, tonality, intervals, and chords.	i. Accurately sight read simple pieces from varying cultures of music (African drumming, chance music, folk songs). ii. Accurately perform scales, (pentatonic, diatonic, chromatic). iii. Perform your instrument's part in a band piece for the instructor, following notation accurately. iv. Using a challenging choir selection, illustrate an accurate performance of meter, beating out a difficult section of meter for the class.
	b. VISUAL ART: 1. Describe factors that make a specific art media, technique, or process effective in communicating an idea. 2. Illustrate how visual structures (line, color, shape, repetition, rhythm, balance) and functions of art improve communication of one's ideas. 3. Use visual, spatial, and temporal concepts to communicate meaning in a work of art. 4. Use different media, techniques, and processes to communicate an idea or to tell a story.	i. Following an introductory lesson on elements of design, students will work in groups to label specific elements in a variety of art prints. ii. Create a functional ceramic piece, combining coil and slab construction techniques. iii. Design a futuristic dwelling based on historical architectural structures (Roman arches, post and lintel constructions, Egyptian pyramids, flying buttresses, classical columns). iv. Create an expressive painting based on an emotional "label" that is randomly selected.
	c. THEATRE: 1. Describe factors that make a specific art media, technique, or process effective in communicating an idea. 2. Illustrate how visual structures (line, color, shape, repetition, rhythm, balance) and functions of art improve	i. Begin a study of post Renaissance paintings and its significant impact on theatre settings. ii. Choose a well-known play (Waiting for Godot, Star Spangled Girl, Goldilocks, The Three Bears) and design a non-traditional setting for the play that creates a positive influence for the play, that is still true to the playwright's intent but will force the actors and director's into

	communication of one's ideas. 3. Use visual, spatial, and temporal concepts to communicate meaning in theatre. 4. Use nonverbal theatre (mime) to communicate an idea or tell a story.	making non-traditional choices. iii. Choose a scene from a play that is very heavily based on the language (anything from Shakespeare for example) and mime the scene so that the audience will still understand the communication. iv. View the works of Dali, Van Gogh, and Picasso and write a short scene inspired by a specific work of visual art and perform it in class.
	d. DANCE: 1. Design an effective personal warm-up. 2. Choreograph correct strengthening and stretching sequences that include all the large muscle groups. 3. Isolate the movement in major body parts. 4. Illustrate muscular involvement that results in movement qualities (heavy, delicate, limp, powerful). 5. Identify and use correctly the large muscle groups in coordinated ways. 6. Maintain both stationary and moving alignment, balance, and control. 7. Identify and execute off-center movement phrases. 8. Identify and execute movement in the three planes (vertical/frontal, sagittal, horizontal). 9. Create and follow a floor pattern. 10. Select and/or make costumes that support the intent of a dance.	i. Expand a movement phrase by changing tempo and accent while replicating the same spatial pattern. ii. Perform or create an improvisational work utilizing a specific organizational form (ABA, Canon, ABC).
02. Communicate in the visual and performing arts through creative expression.	a. MUSIC: 1. Compose music within specific guidelines (ABA form, limited range, simple rhythms). 2. Use a variety of traditional and nontraditional sound sources and electronic media when composing music. 3. Perform a work of music considering the intent of its creator.	i. Prepare a program reflecting a specific theme. ii. Create an eight bar composition communicating an idea of choice. iii. Research and present a stylistically authentic performance of a piece from the Baroque period. iv. Compose or arrange music to accompany a public service announcement about a contemporary issue. v. Critique the response of the audience and its appropriateness to the performance.

	4. Demonstrate appropriate behavior while attending and/or participating in arts events.	
	b. VISUAL ART: 1. Perform or create a work considering the intent of its creator. 2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts. 3. Demonstrate appropriate behavior while attending and/or participating in arts events. 4. Show respect for personal work and works of others.	i. Create a CD cover for your favorite music group. ii. Create an illustration for a children's book based on the Caldecott Award criteria. iii. Discuss what students feel is appropriate behavior at public arts events and design a poster to inform others. iv. Discuss the effects of graffiti and vandalism of art.
	c. THEATRE: 1. Perform or create a work considering the intent of its creator. 2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts. 3. Plan visual and aural elements and direct improvised and scripted scenes. 4. Demonstrate appropriate behavior while attending and/or participating in theatrical events. 5. Show respect for personal work and works of others.	i. Choose a play, purchase the scripts, pay the royalties and perform it for the school patrons, teachers, and students. Preface each performance with a short lesson on appropriate audience behavior. ii. Perform one of the plays that are taught in the Language Arts Department each year. iii. Attend a school play and observe reactions of the audience; write a summary of your response to the play in comparison to other responses you observed.
	d. DANCE: 1. Perform two contrasting dance styles (hip hop, lyrical jazz) within a single genre. 2. Perform two out of the three recreational forms (international folk, square, social). 3. Replicate a very fast dance (allegro vivace, presto). 4. Choreograph a duet demonstrating an understanding of choreographic principles. 5. Create a round or canon form for a group of dancers to perform.	i. Identify careers in dance. Interview someone in your community that works in the dance field (performers, educators, journalists, researchers, lighting/costume, set designers). ii. Perform a jazz dance in the style of Bob Fosse after observing videos from musicals he choreographed. iii. Create a dance that expresses oneself. Share one's thought with peers as to the choices made in choreography.

	6. Memorize, practice, refine, and perform a dance created by someone else.	

941. -- 942. (RESERVED).

943. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) – GRADES 6 THROUGH 8.
World History standards do not apply at these grade levels.

944. -- 950. (RESERVED).

951. FOREIGN LANGUAGE – GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 957.

952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

953. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	
	b. Identify expressions used historically and idiomatically.	i. Perform a dialogue and/or skit using idiomatic expressions of the language being studied.
02. Understand the interrelationships of language study within the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	i. Listen to and/or replicate the pronunciation from a song of the culture being studied.
	b. Examine the use of the target language in the arts and humanities disciplines.	i. View, learn and perform a folk dance. ii. Read and memorize a poem from the culture being studied.
	c. Compare linguistic, cultural, and traditional relationships.	i. Listen to and/or replicate the pronunciation from a song of the culture being studied. ii. Invite and interview a native speaker or someone who has experienced another culture to your classroom. iii. Develop and design a poster presentation illustrating differences and similarities of cultural celebrations.
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied.	i. Replicate the pronunciation of a song from the culture being studied.

	b. Identify cultural beliefs of people in the target language.	i. Research, create and display a visual representation of a cultural belief from a country where the target language is spoken.
	c. Identify patterns and behaviors and their interaction in various settings in the target language.	
	d. Recognize and compare contributions of native cultures to the target language being studied.	i. Develop and design a poster presentation illustrating differences and similarities of cultural celebrations.

954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

955. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses of language.	a. Identify and compare diversity within the culture(s) being studied, using authentic sources.	i. View a current media clip and list, group, and/or classify cultural elements. ii. Investigate a current event within a culture listing and discussing the findings.
	b. Identify ways one language influences another.	i. Recognize cognates and borrowed words from media reflections. ii. Memorize tongue twisters in at least two languages. iii. Create posters that compare commonly used expressions (idioms) in both the native language and the language being studied.
	c. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	i. Role-play a report describing the current events, weather, and sports in a specific country. ii. Plan a trip to a specific country. Using a current monetary exchange table, calculate the cost of transportation, lodging, and food. iii. Report on health and environmental concerns in a specific country. iv. Label a map with countries, capitals, and geographical features, (rivers, lakes, cities).
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic sources.	i. Examine menus from the local culture and compare them with examples from the one being studied.

	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	i. Role-play a report describing the current events, weather, and sports in a specific country. ii. Report on health and environmental concerns in a specific country.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	i. Listen to and/or replicate the pronunciations from a song of the culture being studied. ii. View, learn, and perform a folk dance. iii. Taste and describe food from a foreign country.
	b. Critique a musical or visual performance representative of the targeted culture, predicting possible philosophical, aesthetic, or ethical issues.	i. View a visual representation (video, slides, pictures) of the targeted culture and critique it.

956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

957. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	i. Practice gestures used to greet and/or say good-bye to people in the target culture. ii. Role-play an exchange student form the United states traveling to a country of the target culture and use appropriate gestures for greeting your host family.
	b. Recognize and produce common phrase groupings and voice inflections.	i. Memorize a dialogue and/or skit from the target culture.
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	i. Role-play the characters in a restaurant letting using dialogue appropriate to the people involved.
	d. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.	i. Create posters that provide multiple ways to express an idea in the target language.
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	i. Write a letter or an e-mail to a friend in the foreign language. ii. Memorize and perform a dialogue. iii. Translate a foreign language commercial into English.

	b. Create community awareness of a culture through a foreign language.	i. Create a poster for a community event. ii. Present a musical or dramatic performance for the community. iii. Read aloud a story in the language of study to children in the community.
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.	i. Produce a video introducing oneself to a potential host family. ii. Create and/or perform a song or poem that expresses a preference or desire. iii. Respond to a famous artistic work by creating an original representation in the same style.

958. -- 959. (RESERVED).

960. INTERDISCIPLINARY HUMANITIES – GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.

961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.

962. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of the arts and humanities.	a. Identify, in context, events and people influential in the development of historical and living cultures.	i. Construct a timeline that identifies important people and events in an assigned time period. ii. Through a multimedia approach, choose a heroic figure and evaluate the impact he or she has had on language, culture, behavior, values, and dress. iii. Identify a historical event or innovation, (the space race, the stock market crash, the global availability of the Internet, the microchip) and give an oral presentation explaining its impact on our culture. iv. Perform a written dialogue between a significant historical figure and a modern day figure. v. Select an individual and create a documentary that explores how his or her persona reflects the time.

	b. Demonstrate the ways in which the arts and humanities affect historical events.	i. View a popular film about World War II, identify conclusions about the impact of this war (both historically accurate and inaccurate) has had upon 20th century American foreign policy. ii. Identify artistic symbols (the peace symbol, the Swastika) that have been used to promote a social movement. Illustrate the penetration of the symbol in popular culture.
02. Understand the interrelationships within the arts and humanities disciplines.	a. Acquire a working vocabulary of two or more humanities disciplines.	i. Select vocabulary words from one discipline and use other disciplines to explain and/or enhance their meaning. ii. Select a vocabulary concept (shape) to compare elements of the design of art, dance, sculpture, architecture, or music.
	b. Compare and contrast the products and processes of two humanities disciplines.	i. Research, record, and display styles of music and art in a multimedia presentation.
	c. Examine the relationship between two or more disciplines and the extent to which they enhance or influence each other.	i. Create a diagram or graph that incorporates shared characteristics of two artistic styles (French/Spanish Impressionism, Asian/European ink drawings, Native American/African masks).
03. Understand the interrelationships between cultures and the arts and humanities.	a. Identify the ways the structure of an art or discipline mirrors the structure and values of society.	i. Create an advertisement illustrating the diverse styles of music/dance within a given culture. ii. Using images of local public buildings assess the influence of classic architectural styles on contemporary structural designs.
	b. Assess the ways that the humanities affect human relationships.	

963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.

964. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. Relate arts and humanities disciplines to past, present, or future ethical issues.	i. Identify a significant copyright infringement on an artistic product; facilitate a class discussion on the implications of that violation. ii. Select a potential area of artistic censorship in a work of art and write a letter to the editor, either defending or censoring the work, on the basis of artistic merit.

	b. Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.	i. Build models of two major structures of world religions (cathedral/mosque); develop an oral presentation on how the buildings reflect each philosophy. ii. In a demonstration, show the link between a regional dance and the belief system from which it originated. iii. Create an original ballad comparing the medieval chivalry of Camelot with Don Quixote's illusionary chivalry. iv. Produce a multimedia presentation that compares and contrasts the pyramids of Mexico with those of Egypt. v. On two large stones, paint examples depicting the ancient drawings of Native Americans and the prehistoric caves of Lascaux in France. vi. Produce a multimedia presentation that compares and contrasts the art and poetry of Japanese Zen Buddhism with the art and poetry of Post-World War II America.
02. Engage in reasoned dialogue about arts and humanities issues.	a. Analyze an artifact or idea in the context of its societal values.	i. Create an artistic product and develop a marketing campaign for it. ii. Visit an art exhibit, a play, a dance, or a musical performance, and critique the experience. iii. Playing the role of an archeologist, unveil two works of art, literature, drama, or film that reflect contrasting views about nature, man, or deity. iv. Create a discussion panel composed of famous women from the past and/or present; debate a current issue.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others.	i. Compose a musical piece in the style that would best reflect a selected philosophy. Conduct a mock trial of a literary/historical character.

965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.

966. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout – By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts essential to the arts and humanities disciplines.	a. Define diversity within the arts and humanities.	i. Develop a festival for a larger audience that integrates multiple humanities disciplines from one specific time and culture.

	b. Compare and contrast content knowledge between two humanities disciplines.	i. Providing examples of two or more musical/artistic styles, ask different age groups to rank their preferences and explain why. ii. Select a common theme (origins, exploration, birth/death, etc.) and select five works in two arts disciplines that portray the theme. Compare/contrast specific techniques, skills, and artistic elements used to produce these works.
02. Communicate in the humanities disciplines through application of knowledge and skills.	a. Illustrate or document the potential of the arts and humanities to enhance and expand the student's worldview.	i. Create a self-portrait using any of the disciplines. ii. Create an original work that furthers an idea for social change and validate with research.
03. Communicate in the humanities disciplines through creative expression.	a. Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.	i. Produce a video advocating an art form of choice to persuade a patron (the Idaho Legislature) to fund the humanities. ii. Create a humanities passport that would require students to gain "validation stamps" in a variety of experiences in the arts and cultural activities within or outside the school. iii. Select a literary work and interpret its meaning through another artistic medium.
	b. Express a relationship between two humanities art forms showing how they compliment one another.	i. Select an artistic work, (a poem or piece of music), analyzing and transforming it into different mediums (sculpture, dramatic presentation, dance, music, artistic design).

967. -- 968. (RESERVED).

969. VISUAL AND PERFORMING ARTS – GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.

970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.

971. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical and cultural contexts of the visual and performing arts.	a. MUSIC: 1. Identify representative musical works from a variety of cultures and historical periods. 2. Outline the purpose and function of a particular form of music through history. 3. Compare and contrast musical aesthetics from different cultural perspectives.	i. Construct a musical program or portfolio in which music from various cultures is presented and explained. ii. Create an audio recording that includes several examples of historical developments in jazz as an American art form (African-American folk, ragtime, New Orleans, swing).
	b. VISUAL ART: 1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression. 2. Identify representative visual works of art from a variety of cultures and historical periods. 3. Compare and contrast aesthetics (study of beauty, art, and taste) from different cultural perspectives. 4. Outline the history, purpose, and function of a particular visual art form.	i. Create a series of National Geographic-like covers that present the influence of the arts on societies from pre-historic to the present and beyond. ii. Create an illustrated chart to display representative works from a variety of cultures and historic periods. iii. Compare and contrast art from different regions of the world and various cultural perspectives. iv. Create art projects that illustrate knowledge of the history, function, and purpose of art in cultures.
	c. THEATRE: 1. Show how theatre has a history, purpose, and function in cultures. 2. Compare and contrast the various historical and cultural contexts that influence theatrical expression. 3. Identify representative dramatic works from a variety of cultures and historical periods. 4. Trace the meaning of a dramatic term, such as "tragedy," "comedy," or "protagonist" through history. 5. Illustrate an understanding of cultural and historical perspectives required by a specific text.	i. Research the costumes, social etiquette, and furnishings of a play's time period. In small groups, perform a scene, providing notes on the performance's attention to historical detail. ii. Pick a play like Menaechemi and show the changes that have occurred to the script throughout history. iii. Gather several scripts that deal with the same conflict from a variety of cultures and compare both similarities and cultural differences in the scripts.

	d. DANCE: 1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist. 2. Show how dance has a history, purpose, and function in cultures. 3. Explore the human experience as it relates to dance across cultures and time.	i. Research works of dance from various cultures using at least two types of resources (books, film, Internet). ii. Construct a timeline with historical and artistic events with people, placing them into social historical, political, or technological context. iii. Match examples of works to a variety of dance forms (ballet, jazz, folk, modern) and historical periods.
02. Understand the interrelationships among visual and performing arts disciplines.	a. MUSIC: 1. Identify various musical forms that have literary or artistic counterparts in other arts disciplines (expressionist art, music). 2. Make connections between the history of one art form and another related art form (music and art history).	i. Research two artists, playwrights, composers, or choreographers from differing musical genres (forms). Select one from the Western European tradition and one from another culture and develop a multimedia report. ii. Listen to a given example and develop a dramatic scene that could accompany it. Include design for appropriate props and costumes.
	b. VISUAL ART: 1. Identify the use of visual arts in theatre, dance, and musical productions. 2. Identify artists who practice in more than one art form. 3. Relate the trends and movements in visual art to other disciplines in the arts and humanities.	i. Participate in a drama production by assisting in creating stage settings, backdrops, or props. ii. Analyze two- and three-dimensional art works from a historical period. Identify the stylistic characteristics of the artwork to the historical/cultural aspects of the time period (pop art, anti-Vietnam protests, rock lyrics).
	c. THEATRE: 1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup. 2. Plan visual and aural elements for improvised and scripted scenes.	i. Create a miniature light lab or use a virtual light lab and experiment with the additive and subtractive qualities of light. ii. Build a flat using various techniques (dry brushing, rag rolling, etc.) iii. Make a costume and make-up scrapbook from old magazines.
	d. DANCE: 1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes. 2. Show how dance ideas can originate from visual arts works.	i. Create an original "Ballet Comique de la Reine" utilizing appropriate performance elements (costumes, setting). ii. Observe Degas prints and find dance works that inspired the artist.

972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.

973. STANDARD TWO: Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. MUSIC: 1. Develop and use music vocabulary to discuss musical forms. 2. Analyze two contrasting musical works. 3. Discuss the similarities and differences of artistic styles. 4. Recognize common themes that appear in music throughout history.	i. Compare and contrast two or more musical works using Medieval, Renaissance, Baroque, Classical, Romantic, and Modern eras as the dividing lines. ii. Analyze musical listening examples displaying specific structural, historical, and cultural elements. iii. Listen to productions/presentations of two contrasting musical works and discuss the similarities in artistic structures. Iv. Listen to two recordings of the same musical work and discuss the different interpretations of the conductors. v. Create an interview with an artist from the past. Develop questions about social, historical, political and technological "current" events.
	b. VISUAL ART: 1. Develop and use arts vocabulary to discuss a variety of art forms. 2. Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.	i. Analyze two- and three-dimensional art works from a historical period. Identify the stylistic characteristics of the artwork to the historical/cultural aspects of the time period (pop art, anti-Vietnam protests, rock lyrics).
	c. THEATRE: 1. Develop and use theatre vocabulary to critique dramatic performances. 2. Develop and present basic analyses of theatrical works from different perspectives.	i. Act as adjudicators and offer opinions about performed scenes using correct theatrical vocabulary. ii. Attend community theatre presentations and write critiques.

	d. DANCE: 1. Develop and use dance vocabulary to discuss a variety of dance forms and styles. 2. Present analyses of dance performances through examining how dance creates and communicates meaning. 3. Recognize point-of-view as physical, psychological, and/or cultural.	i. View dance works from two or three different countries or cultures and select important cultural values shown in each of the examples. ii. Compare two works that have the same music, story, or theme and that represent different eras or dance forms (the traditional The Nutcracker and The Hard Nut). iii. Participate respectfully as an audience member viewing a contemporary dance performance. iv. Critique performances using dance vocabulary. v. Create advertisements utilizing a choice of mediums for at least two different dance forms.
02. Engage in reasoned dialogue about arts and humanities issues.	a. MUSIC: 1. Write an informed critique about a live musical performance. 2. Offer an informed opinion regarding current arts issues in one's community.	i. Attend a community concert and write a critique of it. ii. Write a letter to the editor supporting the role of the arts in one's community.
	b. VISUAL ART: 1. Identify the role of the arts in today's society, including career and avocation opportunities. 2. Discuss the relationship between concepts of "truth" and beauty in the visual arts.	i. Utilize the principles and elements of design to analyze works of art from structural, historical, and cultural perspectives. ii. Utilize appropriate art vocabulary with the introduction of each new art area by creating descriptive cards to accompany artwork displays. iii. Create a glossary of terms applicable to two- and three-dimensional art.
	c. THEATRE: 1. Discuss the recurring interest in classical drama techniques and procedures. 2. Describe a modern drama as significant and thoughtful.	i. Research acting techniques from the 19th century and perform Wilde's "The Importance of Being Earnest" using those techniques. ii. Write an essay that hypothesizes why in the last decade there has been such a growth in the field of classical theatre companies (Colorado Shakespeare, Ashland, Oregon, Southern Utah Shakespearean festival). iii. Read Death of a Salesman by Arthur Miller or The Crucible by the same playwright and determine why these plays are representative of modern tragedy and how the rules have changed since the time of the Greeks.

	d. DANCE: 1. Explore reasons why subjects and ideas are reinterpreted through the arts in different cultures. 2. Examine how dance reveals universal concepts and themes.	i. Discuss the possibilities of dance as a career after viewing the film *Center Stage*. ii. After viewing or attending a performance, analyze how the choreographer used structures/forms and performance environment to contribute to the meaning of the dance.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. MUSIC: 1. Express personal preference for music, using appropriate musical terminology. 2. Research and report on controversial issues in musical circles. 3. Offer an alternative for copyright infringement, both for the consumer and the artist. 4. Critique a musical work or performance based on given criteria.	i. Preview a controversial Broadway musical production and write a recommendation/position to the school board regarding its appropriateness for a high school audience. ii. Study the music awards at the Grammy's and create a chart that displays careers involved in producing a "Best Song of the Year." iii. Create and discuss a list of appropriate and inappropriate behaviors at arts events.
	b. VISUAL ART: 1. Express personal preference for visual art, using appropriate arts vocabulary. 2. Discuss the dividing line between imitating a master's style of creation and unfairly "copying" another person's original work. 3. Identify common symbols used in interpreting visual arts.	i. Utilize appropriate art vocabulary with the introduction of each new art area by creating descriptive artist's statement to accompany artwork displays. ii. Conduct a panel discussion about copyright laws, plagiarism, and ethics.
	c. THEATRE: 1. Articulate and justify personal aesthetic criteria with the intent of a final aesthetic achievement (quality).	i. Having viewed several films (Mel Gibson's Hamlet, Sir Lawrence Olivier's Hamlet, Citizen Kane by Orson Wells) point out examples of characterization and production values.
	d. DANCE: 1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions. 2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation.	i. Debate the shortening or cutting of sections or acts from a full-length dance production. ii. After observing a dance performance, share an interpretation of its meaning with a peer. Compare responses to the work.

974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.

975. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.	a. MUSIC: 1. Perform solos using appropriate technique (breath control, intonation, expression, technical accuracy, phrasing, and interpretation). 2. Improvise musical lines using rhythm, melodic embellishments, and harmony. 3. Articulate a method of consistent and efficient musical practice.	i. Create a glossary of the specific vocabulary used in daily warm-ups. ii. Create warm-up melodies for one section of a band/orchestra. iii. Track a personal practice log, using a narrative summary that explains both "good" and "bad" practice habits.
	b. VISUAL ART: 1. Develop skills necessary to apply artistic techniques and processes. 2. Interpret a work, respecting the intent of its original creator. 3. Demonstrate appropriate behavior while attending or participating in arts events. 4. Show respect for personal work and work of others. 5. Use media, techniques, and processes that convey artistic intentions. 6. Analyze the effectiveness of various selections of art in relation to organizational structures and functions. 7. Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.	i. Select a subject and a two or three-dimensional artistic style. Create an original work of art that incorporates the subject and the style. ii. In any art form, create a self-portrait that reflects personal beliefs. iii. Analyze two- and three-dimensional art works from a historical period. Identify the stylistic characteristics of the artwork to the historical/cultural aspects of the time period (pop art, anti-Vietnam protests, rock lyrics). iv. Make a classroom visit to the school auditorium: identify architectural, artistic, and structural aspects of room.

	c. THEATRE: 1. Show how varying collaborative efforts and artistic choices can affect performances and formal productions. 2. Construct imaginative scripts that convey story and meaning to an audience. 3. Interpret/perform a work respecting the intent of its creator. 4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts. 5. Improvise and refine scripts to convey story and meaning to an audience. 6. Research and apply physical, emotional, and social dimensions involved in creating character. 7. Analyze visual, aural, oral, and kinetic elements of a dramatic performance.	
	d. DANCE: 1. Use and refine complex movement patterns from two different genres. 2. Identify and incorporate cultural styles and nuances in a selected genre. 3. Study a choreographer's intent and interpret it clearly for an audience. 4. Perform and describe similarities and differences between two contemporary theatrical/concert dance forms.	i. Experience through movement, name, and apply the elements of dance (body, energy, space, time) and forms of dance. ii. Perform and/or create a folk, cultural, or improvisational work. iii. Perform and/or discuss vocabulary from a theatrical dance form.
02. Communicate in the visual and performing arts through creative expression.	a. MUSIC: 1. Demonstrate advanced ensemble skills. 2. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. 3. Sing or play a varied repertoire of music literature with expression	i. Participate in warm-ups that develop techniques and processes; reinforce these warm-ups throughout the class period. ii. Perform a solo or duet in which a musical skill is applied. iii. Participate as an audience member while a student rehearses for a solo or ensemble performance. iv. Perform an improvisational interpretation of an established melody.

	and technical accuracy. 4. Perform with expression and technical accuracy at a moderate level of difficulty. 5. Improvise rhythmic and melodic variations on given melodies.	
	b. VISUAL ART: 1. Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that one's intentions are carried out in works of art. 2. Apply various symbols, subjects, and ideas in one's artwork. 3. Illustrate the effectiveness of various artworks in terms of organizational structures and functions.	i. Create a portfolio that demonstrates an understanding of applied artistic techniques and processes. ii. Help organize and participate in a school art exhibit.
	c. THEATRE: 1. Create design sets that enhance the meaning of a performance. 2. Develop and sustain a character that communicates with the audience. 3. Organize and conduct rehearsals for formal or informal productions. 4. Develop designs of sets to convey environments that support the text. 5. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.	
	d. DANCE: 1. Demonstrate the ability to vary movement themes. 2. Create a climactic moment within a long phrase using contrast in energy and tempo. 3. Compose dance studies that exhibit a range of structural forms (ABA, variation, canon, rondo, chance). 4. Choreograph a dance with a clear intent. 5. Choreograph a dance without music and select	i. Create a dance using improvisation, structures, and elements that utilize a theme found in daily life. ii. Create and discuss a list of appropriate and inappropriate behaviors at arts events. iii. Attend an arts event and demonstrate proper audience etiquette. iv. Create a newspaper opinion column that discusses how behaviors affect an artistic presentation.

	or create an effective accompaniment. 6. Work with a partner on interrelated movement sequences (supporting, giving and receiving weight, counterbalancing). 7. Contrast balanced and off-balance movement as in fall and recovery. 8. Identify and execute three-dimensional movement.	

976. -- 977. (RESERVED).

978. WORLD HISTORY-HUMANITIES (HUMANITIES IN A HISTORICAL CONTEXT) – GRADES 9 THROUGH 12, SECTIONS 979 THROUGH 984.

979. HISTORICAL AND CULTURAL CONTEXTS OF WORLD HISTORY.

980. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of the arts and humanities disciplines among various cultures.	a. Identify an example of the arts or humanities that has influenced or reflected an historical event.	i. Describe artifacts that symbolize and reflect a particular culture (Mycenaean, Incas, Mayans, Aboriginals) and its ideology.
	b. Know how an artifact symbolizes and reflects a particular culture and its ideology.	i. Demonstrate how ancient architecture (Greek, Roman, Mayan) influenced modern building design using images of contemporary public buildings.
02. Understand the cultural contexts of the arts and humanities disciplines.	a. Identify an example of the arts or humanities that has influenced or reflected a cultural event.	i. Identify artistic examples of propaganda (Leni Riefenstahl's film "Triumph of the Will," Paul Revere's engraving of the Boston Massacre, Picasso's "Guernica") by creating an illustrated glossary of hidden meanings in the text.
	b. Identify a literary, artistic, or philosophical work that influences or reflects cultural values.	i. Read a piece of literature and explain how it reflects the political and intellectual climate of the time it was written (Plato's Allegory of the Cave, Beowulf).
03. Understand the interrelationships within the arts and humanities disciplines.	a. Determine the characteristics of a particular artistic style and identify how that style reflects religious, cultural, or societal values.	i. Compare the impacts that musicians/composers (Mozart, the Beatles) had on the music of their time.

	b. Describe ways in which artifacts symbolize and reflect a particular culture and its ideology.	i. Construct a time capsule representative of a historical tie period.
	c. Identify a political theme captured in various works of art, as well as movements in art.	i. Interpret in a five-minute oral presentation, the symbolism in art created by a political prisoner as to its intent and impact.
	d. Identify how a world religion has influenced and enhanced the arts and humanities.	i. List the characteristics of a particular architectural structure (gothic cathedral, Islamic mosque, Jewish synagogue, Egyptian pyramid) and create a visual model (clay, multimedia, poster) that identifies how the structure reflects particular religious values.
04. Understand the interrelationships between cultures and the arts and humanities.	a. Explain how a work of literature reflects the political and intellectual climate of its historical context.	i. Explain how a philosopher (John Locke, Karl Marx, Mao Tse Tung, Gandhi) influences modern political thought and government.
	b. Relate the significance of nationalism, patriotism, and cultural identity in the arts and humanities (national anthems, dances, customs, and religious practices).	i. Illustrate in a point/counterpoint debate how art, literature and philosophy meld to promote or diminish a concept (nationalism, capitalism, socialism).

981. CRITICAL THINKING IN WORLD HISTORY.

982. STANDARD TWO: Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct analyses in the arts and humanities disciplines.	a. Use the Socratic Method to analyze a discipline in the arts or humanities.	i. Assume the role of an archeologist who discovers a work of art and speculate what it reveals about the culture (terracotta soldiers of Shi Huangdi, Egyptian tombs).
	b. Identify and explain how a historical figure, event, or condition has dramatically impacted philosophical, aesthetic, or ethical issues.	i. Create a portfolio of literary and artistic interpretations that identify how epidemics (the Black Plague, AIDS) have impacted religious beliefs, literature, and the arts.
	c. Understand the main reasons for major migration of people.	i. Design an illustrated timeline that chronicles the displacement of one culture by another culture (the arrival of the Europeans on existing civilizations in the Americas, the British in Africa, the French in Indo-China, the Japanese in Manchuria).

	d.	Explain the importance and levels of social classes.	
02. Engage in reasoned dialogue about arts and humanities issues.	a.	Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.	i. Debate the political, ethnic, and territorial issues surrounding two major cultural conflicts (the Israeli and Palestinian conflict, the Bosnian-Serbian conflict, the Hutu and Tutsi conflict).
	b.	Explain how the arts make a society more humane, compassionate, and enjoyable.	i. Investigate common protest themes captured in music, literature, dance, drama, or visual art and report them in a first-person news story.
	c.	Describe a world society void of the arts and humanities.	i. Prepare a multimedia presentation drama that describes the Middle Passage from Africa to the Americas.
	d.	Draw parallels between the lives, works, and influences of representative artists throughout history.	i. Select a modern day figure that exemplifies Machiavelli's The Prince. Defend that choice in a newspaper editorial.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a.	Compare and contrast documented facts with intentional or unintentional distortions of a historical record.	i. Dramatize an interview with a historical figure, connecting the person to a controversial event (Deng Xiou Ping-Tianman Square, Nelson Mandela-Apartheid, Lt. Calley-My Lai). Evaluate the accuracy of the story with actual events. ii. Explore issues concerning crimes against humanity in a mock tribunal.
	b.	Describe the major influence of world religion on government, culture, technological development, and social conduct.	i. Compare and contrast in a Venn diagram the theological similarities and differences portrayed in the art of western and eastern cultures.
	c.	Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.	i. Compose journal entries that reflect upon the similarities between the Diary of Anne Frank and Zlata's Diary: A Child's Life in Sarajevo.
	d.	Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.	i. Describe how technology influences cultural similarities in contemporary literature, art, music, dance, and drama.
	e.	Explain how visual, spatial, temporal, and functional values of artworks are tempered by history.	i. Identify the themes and/or political statements captured in movements of art (futurism, Dadaism, abstract expressionism) through the creation of an advertisement or brochure promoting an exhibit.

983. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN WORLD HISTORY.

984. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the basic knowledge essential to world history.	a. Recognize the five components that define civilization (highly organized society, specialized workers, communication, advanced technology, and complex institutions).	i. Design and build a modern Egyptian pyramid model as a 21st Century pharaoh and list the contents that would be taken into the next world.
	b. Show the causes and effects of social stratification.	i. Investigate how the three classes of society - aristocracy the upper, bourgeoisie the middle, and proletariat the lower - still affect us today.
	c. Illustrate ways in which the arts and humanities break through class barriers.	i. Create a multimedia biography that challenges or authenticates the contemporary portrayal of a historical political figure (Eva "Evita" Perón, Joan of Arc, Joseph Stalin, Robin Hood).
	d. Demonstrate common themes in the arts and humanities that appear in various historical periods.	i. Design a commemorative stamp that identifies the work of an important cultural figure (De las Casas, Nelson Mandela, Queen Isabella, Lawrence of Arabia). ii. Select a cultural myth (Greek, Roman, Native American, Mongolian), create a script, and dramatize the story.
02. Communicate in the humanities disciplines through application of knowledge.	a. Report on how a literary work relates to the history and culture from which it originated.	i. Interpret Rudyard Kipling's poem "The White Man's Burden" showing how it reflects attitudes of 19th century colonialism and the treatment of native populations (Australian Aborigine, Native American, East Indian, African).
	b. Participate in a dialogue that debates the pros and cons of a state-supported system in the arts and humanities versus private sponsored funding of the arts and humanities in a modern society.	i. Stage a debate on censorship.

03. Communicate in the humanities disciplines through creative expression.	a. Create an artistic work that expresses the uniqueness of a historical period.	i. Construct a time capsule representative of a historical time period. ii. Create an art project reflecting the cultural values of a given era (a poster board/tissue paper "stained glass window," Arabian rugs, Norse Rune Stones).
	b. Apply the concepts of artistic criticism to representative works from a historical period.	i. Choose a piece of music and how it reflects people, places, and historical events (Billy Joel's "We Didn't Start The Fire", the Marseilles, the 1812 Overture, Kenny G's "Millennium" song).

985. -- 986. (RESERVED).

987. FOREIGN LANGUAGE - GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.

988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

989. STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.	i. Research and role play a historical event. ii. View a historical film and write a movie review of its historical merit iii. Read a historical story and produce an oral presentation that identifies its cultural/historical elements. iv. Create a mock panel discussion between key historical figures in the target culture(s) clearly demonstrating the role of the figures in key historical events.
	b. Identify and categorize expressions used historically and idiomatically.	i. Create posters of idiomatic expressions in the target that refer to animals, body parts, or foods without direct translation. ii. Form a list of historical phrases popularized by Independence Wars. iii. Research and sing songs of motivation for political action and change.

02. Understand the interrelationship of language study within the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.	i. Replicate and describe a historical structure and/or community (El Escorial, Versailles) to show an understanding of a culture. ii. Record target language words that students see on posters, in advertisements, or TV that have become an active part of our vocabulary. iii. Translate the lyrics of contemporary target languages songs, and learn to lip-sync those for a student-created music video.
	b. Examine and critique the use of the target language in the arts and humanities disciplines.	i. Organize a sidewalk chalk festival to create works similar to those of representative artists of the target language. ii. Create a mural size reproduction of a work of art representative of a country, genre/style or time period, with each student copying a small section from sectioned replica of the painting. iii. Memorize and perform poems representative of the target language cultures.
	c. Compare and contrast linguistic, cultural, and traditional relationships.	i. Construct a dialogue that demonstrates cultural differences within the language. ii. Speculate on the meaning and origin of vocabulary words, phrases, and gestures in an oral or written format. iii. Create a comic skit that illustrates a "faux pas" in the selected language.
	d. Compose an original work employing the target language.	
03. Understand the interrelationship between cultures and the language of those cultures.	a. Identify regional differences within the language and culture(s) being studied.	i. Examine and cluster newspaper articles from various parts of a target language country as found on the Internet. ii. Define key grammatical concepts in the targeted language that show how the people(s) of the target culture think. (In Spanish things "give pleasure" rather than people "liking" them - "gustar.")

	b. Outline cultural beliefs of people in the target language.	i. Observe video clips of religious or tribal rituals within and among target language nations, cataloging comparing the differences. ii. Interview speakers of a target culture about burial customs in a target language culture, pointing out the similarities and differences in a contrasting outline and/or PowerPoint® presentation.
	c. Identify patterns and behaviors and their interaction in various settings in the target language.	i. Report on origins and/or causes for national holidays. ii. Research and role-play celebrations of same language countries to discover similarities and differences.
	d. Recognize and compare contributions of native cultures to the target language.	i. Demonstrate the differences between representative folk music and dances of native cultures and the cultures that grew up with and around them. ii. Locate native words for common articles of clothing and household goods that are used in juxtaposition or to supplant words of the target language.

990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

991. STANDARD TWO: Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Conduct structural analyses of language.	a. Identify and compare perspectives and diversity of the culture(s) being studied, using authentic sources.	i. Hypothesize and report on the origins of recently formed works, phrases, and gestures through creating a foreign version of "Pictionary." ii. View a current media clip and list, group, and/or classify elements of socio-economic backgrounds. iii. Research what target language newspapers say about an event in this county, analyzing the importance given to the placement of the article in the target language media and the column inches and editorial energy devoted to the topic.
	b. Analyze the influence of the language being studied on other languages and cultures.	i. Conduct a year-long scavenger-hunt for words from the target language that appear around the student in this culture, producing and illustrating posters with key words from the list.

02. Engage in reasoned dialogue about language.	a. Compare and contrast local culture with the one(s) being studied, using authentic sources.	i. Create a historical timeline that may include various disciplines representative of a given country (the arts, politics). ii. Produce commercials for various products important to the target culture after viewing authentic commercials, highlighting key social issues as healthy eating, hygiene, and travel to historical sites.
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.	i. Draw a map to depict the changing political boundaries of a country and its territories. ii. Publish a student-researched and designed brochure to promote visiting historic churches and monuments that tell and preserve the art, architecture, music, and basic beliefs found in the target culture. iii. Calculate the costs and conversions to target language currency, using a current exchange rate table for a trip to a target language country to include transportation, lodging, and food.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.	i. Research and/or role-play celebrations of same language countries to discover similarities and differences. ii. Interview first and second generation natives from a target culture in a panel format to discuss how the target culture views the role of the church or politics in the target society.
	b. Critique a musical or visual performance representative of the targeted culture, predicting possible philosophical, aesthetic, or ethical issues.	i. Critique a musical or visual performance representative of the targeted culture, predicting possible philosophical, aesthetic, or ethical issues.

992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.

993. STANDARD THREE: Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.	i. Recreate a restaurant ordering or bill paying scene based on observed movie, video or TV clips, paying particular attention to the waiter/customer non-verbal signals.

	b. Recognize and produce common phrase groupings and voice inflections.	i. Mimic native speaker responses in a series of rejoinders to typical situations.
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.	i. Stage a series of introductions in the target language, both formal and informal, paying particular attention to social and age appropriate gesticulations.
	d. Use appropriate cultural responses in diverse exchanges (expressing gratefulness, extending invitations, apologizing, closing a conversation).	i. Write and dramatize a business transaction closure parallel to observed transactions in target language videos, movies or TV programs. ii. Compose thank you notes for courtesies extended during a visit to the target culture. iii. Anticipate key elements of an apology in the target culture, articulating those efficiently in a personally written note. iv. Compose a letter to a hotel seeking information about a lost item of great personal value, providing a return plan should the item be found.
	e. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.	i. Structure at least five acceptable ways to demonstrate interest in purchasing an item behind a sales counter in a target language.
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.	i. Produce a short segment of a soap opera in which a key point is being argued by the actors ii. Query interviewed exchange students or native speakers in the community about how to make a doctor's appointment in the target culture, practicing a typical exchange between a patient and the receptionist.
	b. Use target language to express one's point-of-view through the exchange of personal feelings and ideas with members of the target culture.	i. Establish foreign language tables in the cafeteria with foreign students and teachers of a target language with a key discussion topic and possible key vocabulary words provided before gathering.
	c. Create community awareness of a culture through a foreign language.	i. Cooperatively create a humanities/foreign language fair to exhibit cultural, historical, musical and artistic projects to share with the other students, parents, and patrons. ii. Organize a foreign language dinner around a cultural theme with foreign language entertainment.

	d. Use appropriate language to exchange information about national and international topics (information from newspaper or magazine articles, programs on television, radio, or video).	i. In a timed challenge, engage students in writing a news article with key information from a news article or two in the target language similar to the style of authentic target language articles. ii. Role-play a reporter describing the current events, weather, and sports in a specific country.
	e. Write in the target language in a variety of forms (personal essays, poems, letters, stories, e-mail, articles, reports).	i. Design restaurant menus that identify cultural tastes and preferences. ii. Create a "top ten" list of distractions for doing target language homework. iii. Write a possible obituary in the foreign language for the teacher patterned after consulted target culture obituaries. iv. Write a children's story in the target language featuring colored animals or animated vegetables. v. Using the letters of a fellow student's name, select an adjective beginning with that letter to create a poem about the friend.
03. Communicate in language study through creative expression.	a. Express preferences, desires, opinions, and feelings in the language being studied.	i. Participate in a panel discussion about a controversial topic in the school. ii. Write a socially appropriate "spouse wanted" ad expressing key personality traits desired.
	b. React to current issues in the target language.	i. Track key issues over a two-month period as found in the Internet newspaper headlines in a target language country, making a collage of the headlines in the shape of an icon that represents the issue.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").